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THE IMPACT ON LEARNING AND RETENTION OF SPECIALLY DEVELOPED HISTORY MATERIALS FOR CULTURALLY DEPRIVED CHILDREN, AN EXPLORATORY STUDY.

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BIOGRAPHICAL AND FICTIONAL MATERIALS ABOUT THE NEGRO WERE PREPARED FOR DISADVANTAGED NEGRO EIGHTH-GRADERS IN DEPRESSED AREA SCHOOLS OF NEW YORK CITY TO STUDY THEIR EFFECTS AND OVERALL IMPACT. THE EXPERIMENT WAS FOCUSED ON TEACHING A SINGLE UNIT, THE CIVIL WAR. APPROXIMATELY 180 STUDENTS IN 12 CLASSES PARTICIPATED IN THE TEST PROGRAM FOR A TOTAL OF 6 DAYS. SUBJECTS WERE DIVIDED AMONG A TESTBOOK GROUP, A PAMPHLET GROUP, AND A BIOGRAPHY GROUP. ANALYSIS OF THE DATA RELATED TO GROUP COMPARISONS ON A LEARNING TEST SHOWED NO SIGNIFICANT DIFFERENCES AMONG THE THREE GROUPS ON TOTAL ADJUSTED MEAN SCORES. HOWEVER, ALL GROUPS INCREASED THEIR MEAN SCORES IN THE 6-WEEK INTERVAL FROM PRETEST TO POSTTEST. THESE SIGNIFICANT INCREMENTS ACHIEVED BY ALL THE EXPERIMENTAL GROUPS, AS WELL AS OBSERVED AND REPORTED INTEREST OF PUPILS IN THE NEW MATERIALS AND THE GENERALIZED EDUCATIONAL VALUES REPORTED BY TEACHERS, SUPPORTED THE DESIRABILITY OF CONTINUING THIS EFFORT. (JH)

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THE IMPACT ON LEARNING AND RETENTION OF SPECIALLY DEVELOPED HISTORY MATERIALS FOR CULTURALLY DEPRIVED CHILDREN

An Exploratory Study

Cooperative Research Small Contract Project S-265

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The Research Foundation of
The City University of New York
New York, N. Y.
1966

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Robert W. Edgar

Carl Auria

TABLE OF CONTENTS

Acknowledgments

Part I PROBLEMS, PURPOSES, AND DESIGN

- Background
- Objectives and Hypotheses
- Rationale and Related Literature
- General Design

Part II MATERIALS AND PROCEDURES

- The Pupil Population
- The Basic Experimental Materials
- Development of Unit Plans in Teacher Workshops
- The Criterion Instrument
- Other Evaluation Procedures
- Time Schedule
- Limitations and Special Problems

Part III THE RESULTS OF THE EXPERIMENT

- Data Related to Growth in Civil War Learnings
- Findings Related to Teacher and Pupil Reactions
- Factor Analysis of Criterion Instrument
- Supplementary Data
- Summary of Findings

Part IV CONCLUSIONS AND RECOMMENDATIONS

APPENDIXES

A. Outline of Civil War Unit
B. Examples of Supplementary Materials
C. The Criterion Instrument
D. The Classroom Observation Record
E. Supplementary Statistical Data

SELECTED BIBLIOGRAPHY

LIST OF TABLES

Main Text

Table I Distribution of Schools and Teachers among Sample Groups

Table II Distribution by Sex in the Sample Groups

Table III Means and Standard Deviations in the Sample Groups on the Variables of Age, IQ, and Reading Grade Level

Table IV Significance of Mean Differences Between Pre-test and Post-test Unadjusted Mean Scores on *Civil War Learnings* for Sample Groups

Table V Significance of Mean Differences Between Post-test and Retention test Unadjusted Mean Scores on *Civil War Learnings* for the Sample Groups

Table VI Differences Between Pre-test and Post-test Unadjusted Main Scores for the Sample Groups in the *Civil War Learnings* Sub-tests and Total Test

Table VII Differences between Pre-test and Retention-test Unadjusted Mean Scores for the Sample Groups on the *Civil War Learnings* Sub-tests and Total Test

Table VIII Significance of Adjusted Mean Differences Among Sample Groups on *Civil War Learnings* Post-test

Table IX Significance of Adjusted Mean Differences Among Sample Groups in *Civil War Learnings* Retention-test

Table X Relation of Factors to Sub-tests of *Civil War Learnings*

Table XI Order of Items in Factor Analysis Identified by Sub-test

Table XII Relation of Factors to Item Type

Appendix E

Table XIII Intercorrelation Matrix Ranges of Varimax Factor Analysis of *Civil War Learnings* Post-test Results (150 items)

Table XIV Regression Coefficients and Correlations of Selected Predictors as Related to Post-test Scores

Table XV Significance of Unadjusted Mean Differences Among Sample Groups in *Civil War Learnings* Pre-test

Table XVI Pre-test to Post-test and Post-test to Retention-test Differences Between Unadjusted Mean Scores in the Sample Groups on the *Civil War Learnings* Sub-tests

Table XVII Correlation Between IQ and Pre-test, Post-test, and Retention-test Scores in the Total Sample Group

Table XVIII Correlations Between Reading Levels and Civil War Learnings Pre-test, Post-test and Retention-test Scores in the Total Sample Group.

Table XIX Correlations Between Civil War Learnings Pre-test and Post-test and Retention-Test Scores in the Total Sample Group

PROBLEMS, PURPOSES, AND DESIGN

Background

One of the major problems facing schools in economically depressed areas is the discovery of materials and methodology appropriate to the needs of poor readers. Teachers are becoming increasingly aware that they have large numbers of pupils in their classes in junior high schools who are not able to read the books which the schools provide. The investigators in Cooperative Research Project No. 935 (Downing, Gertrude L. et al, The Preparation of Teachers for Schools in Culturally Deprived Neighborhoods /The BRIDGE Project/, Flushing, New York, 1965, p. 261) report that the mean grade school achievement in reading of the 196 children who entered the seventh grade of the junior high school in which the experiment took place was 4.8, more than two years below the achievement level of the standard population. Similar situations are reported by other investigators.

During the course of the BRIDGE Project many efforts were made to adapt the materials of social studies, science, mathematics, and English to the needs, abilities, and interests of culturally disadvantaged children. One of the most intense of these efforts, since nearly all of the children were Negroes, was to utilize material on the Negro when it was relevant to the curriculum. In the study of eighth-grade American history, participants in the BRIDGE Project decided to use fiction and biography about Negroes as the basis of the study of the pre-Civil War period. The pupils responded with great enthusiasm. Several students who, in the opinion of the teachers, had never read an entire book went through several books within a short time. After this experience Dr. Robert W. Edgar, with the help of Dr. Helen Storen, made a thorough examination of the fiction and biography for young adolescents about the Negro, developed a classroom library, and tried it out in two other schools with three other teachers. Each tryout seemed to confirm previous impressions of the effectiveness of this approach.

At the same time the large city school systems engaged in the Great Cities School Improvement Project sponsored by the Ford Foundation were clamoring for materials on minority groups. Educators in the public schools of Detroit, Michigan, for example, experimented with several types of material at different grade levels. Later they published a text-like pamphlet called The Struggle for Freedom and Rights, to supplement their eighth-grade American history text.

The demand for such materials grows and publishers are responding to the demand. There is undoubtedly a need for systematic inquiry concerning the effectiveness of these materials and their uses. The investigation reported here is an exploratory effort to understand how such materials should be used and how their impact can be measured.

Objectives and Hypotheses

The general purpose of this study was to explore the impact of materials of a text-like or of a biographical and fictional nature about the Negro on the learnings of culturally disadvantaged pupils in eighth-grade American history classes. The major hypotheses tested were:

1. Culturally disadvantaged children learn more, retain the learning longer, and are more interested in their studies of the Civil War period in American history when material on the Negro is included in their studies than they do when the customary text is the basis of their study materials.
2. Culturally disadvantaged children learn more, retain the learning longer, and are more interested in their studies of the Civil War period in American history when the material on the Negro is fiction and biography than they do when it is in the form of a text-like supplement.

In addition to the major hypotheses which were to be tested, the investigators based their work on several assumptions concerning the teaching and learning process. These assumptions, while not tested in this experiment, were basic to it and should probably be made explicit.

1. The identification by a reader with the characters in a book heightens his interest.
2. Greater interest in what one studies produces greater learning.
3. Negro boys and girls are more likely to identify with Negro historical and biographical figures than with the figures customarily included in history texts.

Rationale and Related Literature

In the last decade students of education have begun to single out a group of low-achieving children, identifying them as "culturally deprived" or "culturally handicapped." Prior to this period children with unusual difficulties in school were generally classified as physically, or mentally, or emotionally handicapped. In recent times teachers have become increasingly aware that these categories are inappropriate when applied to a large group of pupils who do not do well in school. The disabilities of these young people seem to be more properly viewed as the consequence of inexperience and of the absence of adequate intellectual stimulation and guidance than of physical, mental, and emotional causes. These children, while reasonably alert, vigorous, and well-balanced, have little skill with symbols and other abstractions, a deficiency which leads to failure in academic work. In addition to this handicap, those of them who are Negro are scarred by the effects of social rejection. Their school records are discouraging; their achievement is poor and their behavior is often worse.

The present study attempted to adapt history teaching to some of the needs of these pupils. The investigators felt that the lack of experience might be somewhat remedied by using study materials which would increase the possibility of the identification of the pupils with the people of the past. They hoped to achieve this with narrative and exposition that focused on real human beings involved in exciting action. By highlighting the role of the Negro in American history, they felt that the past could be made relevant to the present; by focusing on human problems and dilemmas, they hoped to involve the pupils in evaluating human behavior and moral judgments. While doing this, they also hoped to improve the verbal skills of these children through extensive reading and active discussion. The title of an article published by one of the investigators during the course of the experiment, "History, Reading, and Human Relations: An Integrated Approach" (Edgar, Robert W., Social Education, 39: 155-158, 1965), suggests the multiplicity of approach.

The literature related to the teaching of history, reading, and human relations is enormous. There is space here to mention only a few works that have special relevance to the use of fiction and biography in teaching history and to the effort to enhance self-concepts of Negro youth.

The use of fiction and biography in the teaching of history has long been recommended by historians and teachers. Henry Johnson in his Teaching History in the Elementary Schools (New York: Macmillan Co., 1915, pp. 164-65) discusses the arguments in favor of this practice. R. A. and M. R. Brown echo this enthusiasm in their article "Biography in the Social Studies: The Value of Biography" (Social Education 18: 67-70, 1954). They feel that biography is especially suitable to the psychology of the early adolescent. "Young people need to look up to someone; to identify themselves with some person who seems greater than they--more self-confident, more powerful, wiser, and more free to carry out their destiny than is the child or adolescent." (ibid.,p. 67.) In a recent publication (The Nature and the Study of History, Columbus: Charles E. Merrill Books, Inc., 1965, pp. 34-36) Henry Steele Commager adds his voice to those supporting this practice. "Teachers and scholars too commonly ignore the needs of children, forgetting that if they are to be attracted to the study of history their interests must be aroused and their sympathies enlisted, and forgetting that children want action, drama, adventure, heroes, and villains. These the historical novel offers them." (ibid., p. 35.)

Little has been done to explore methodically and rigorously the impact of such materials on the learning of young adolescents. Kenneth V. Lottick ("Literature and American History," Social Education 13:117-119, 1949) reported a study with college students in which he compared the results on a 100-item test achieved by an experimental group which studied "selected books" for one semester as compared with the results on the same test achieved by two control groups who studied in the conventional manner for two semesters. Differences were not significant. Lottick interpreted this result as favorable to the literature approach because of the time differential, a somewhat dubious conclusion. Tressa Banks and four other teachers in the Battle Creek High School, Battle Creek, Michigan, reported ("We Tested Some Beliefs about the Biographical Method," School Review 59: 157-163, 1951) that they had found little correlation between a score measuring the information about famous Americans known to their pupils and the extent to which they admire these heroes. This inquiry did not really examine the effectiveness of biography on more usual history learnings. The present study appears to be the first rigorous effort to measure learning increments in history resulting from using fiction and biography rather than a conventional text.

There is little dispute that the self-esteem of Negroes has been lowered by their position in the American culture. This is documented in such works as Abram Kardiner's The Mark of Oppression (New York: The World Publishing Co., Meridian Books, 1962) and Martin Grossback's Mental Health and Segregation (New York: Springer Publishing Co., 1963). The neglect of Negroes in American history texts has also been extensively documented, e.g., in Lloyd Marcus, The Treatment of Minorities in Secondary School Textbooks (New York: Anti-Defamation League of B'nai Brith, 1961). Many educators are now determined that this negligence will be corrected and publishers are modifying their traditional texts and providing new materials. Whether or not this will have any impact on the cultural image of the Negro in America and whether or not the expected improvement in self-concept among Negroes will eventuate remains to be seen.

The suggestion that history may serve to enhance the self-concept of minority group members is contained in Arnold Rose's The Negro's Morale, Group Identification and Protest (Minneapolis: The University of Minnesota Press, 1949). Rose defines morale as "a positive desire to identify oneself as a member of the group and a feeling of pleasure when one does so identify oneself." (p. 3.) He points out that in this quest for positive self-identification, minority group members examine history to discover what ego-supporting evidence they can find. He states, "The minority group members tend to look back into their history for evidence against the majority group's charge that they are culturally inferior." (p. 5.) The investigators in the present study were interested in this problem but were able to give only slight attention to evaluating the impact of the materials on the self-concepts of these children.

General Design

The primary independent variables considered in this study were (1) pamphlet material about the Negro selected to supplement the traditional accounts contained in American history texts for eighth graders, and (2) biography and fiction about Negroes selected to replace the traditional American history texts. The impact on student learning of both these variables was compared to the impact of texts generally used in teaching eighth grade American history. The major dependent variable comprised the history learnings expected from a study of a Civil War Unit in American history. Operationally, the dependent variable consisted of a 167-item test with eight subtests devised by the investigators after cooperative study of expected outcomes with the teachers involved in the study and entitled Civil War Learnings. (See Materials and Procedures for an extended discussion of the construction of the criterion instrument.)

The student population consisted of pupils studying eighth grade American history in two "special service" junior high schools in the New York public school system, one located in Queens and the other in Brooklyn. Both are situated in slum-ghetto areas of the city. The two schools are designated by the Board of Education as "special service" schools based on such socially handicapping factors as high pupil transiency, substantial retardation in reading achievement as measured by standardized reading tests, the low proportion of teachers on regular license as compared to those on substitute licenses, and the number of pupils qualifying for free lunch. According to school reports, the Queens school had almost 100% Negro population in the eighth grade, while the eighth grade in the Brooklyn school was comprised of approximately two-third Negroes and one-third Puerto Ricans. Although the student population was non-random, analysis of student characteristics indicated they were similar to other known groups of youngsters classified as "disadvantaged."

The investigators divided the pupils in the study into three groups: the Control Group (Textbook Group); the Experimental Group I (Pamphlet Group); and Experimental Group II (Biography Group). They originally planned to have six classes in each group for a total of 18 classes. For various reasons this number was later reduced to twelve. One teacher had to withdraw before the study began but too late for the investigators to enlist the services of a substitute teacher, and a second teacher, in the same school, was not assigned pupils according to the specification. As a consequence of these eliminations, there were two schools with a total of 12 classes, four classes in the Textbook Group, four classes in the Pamphlet Group, and four classes in the Biography Group. The fifth teacher participated in the workshops and used the biographies in two of his classes, although his pupils' test scores were not included in the final evaluation. All of the teachers had had at least one year of experience teaching history to pupils in "special service" schools and all were rated as "effective" by their principals and supervisors.

The number of students for whom complete test data was collected and analyzed for comparative growth in learnings was 177. Analysis of variance and covariance procedures was utilized to determine student status and gains in achievements, with pre-test scores providing the control variable on which this analysis was based. In order to gain more insight regarding learning patterns of history concepts, the investigators used factor analysis procedures, applying them to post-test results. In addition, more subjective data were obtained via teacher logs, observations by the investigators of the classes involved in the experiment, and written reactions by some of the sample groups.

MATERIALS AND PROCEDURES

The Pupil Population

The classes in the two New York City special service junior high schools from which the student population was drawn are organized homogeneously, primarily on the basis of reading scores. The range of academic abilities generally, and of reading levels particularly, within any single class is usually quite small. The principals of the schools were asked to assign three classes of eighth grade pupils from the middle ability ranges to each of the participating history teachers. As a result, the twelve classes participating in the experiment were close to the median of the schools, but spread over a smaller range than the total school population in such characteristics as intelligence quotient and reading and achievement levels. After inspection of student characteristics the classes were assigned to Textbook, Pamphlet and Biography Groups roughly equivalent in the variables of sex, age, reading level, and intelligence quotient.

The number of students included in the final sample was 177, substantially fewer than the total number of pupils in the 12 classes. This discrepancy in number was caused by several factors. The criterion instrument took two days for each administration and was administered three times. Consequently, a child had to be present on six specified days to complete the testing program. Though the two schools had high absentee as well as high transiency rates, the number of pupils participating in the six days of testing seems relatively high. In any case, for purposes of this study, the investigators have assumed that those students not completing testing were randomly distributed and are not different, as a group, from those pupils included in the final sample.

As may be seen in Table I, there were 58 pupils in the Textbook Group, 55 pupils in the Pamphlet Group, and 64 pupils were included in the Biographical Group. Of the total of 177 students, two teachers each had 43 pupils in their classes, while the other two teachers had 46 and 45 pupils respectively.

The sex distribution of the sample groups is presented in Table II. As indicated, 95 girls and 82 boys participated in the experiment. Both the Text and Pamphlet Groups included more girls than boys, while the sexes were evenly distributed in the Biography Group.

As noted in Table III, most of the pupils in the school were about 13 or 14 years old (156 to 168 months), with an average IQ just under 90. It is interesting to note that this is the precise mean IQ of the population studied in the BRIDGE Project. (Supra, p. 260.) However, since only middle range pupils were included in the study herein reported, the standard deviations were substantially smaller. (Ibid., p. 260.) The reading achievement means for the three sample groups reflect the general reading retardation found in special service schools.

Inspection indicated that the final three sample groups did not significantly differ in the variables of sex, IQ, and reading ability, but were different in age distribution. However, the covariance design of the study, with the pre-test scores providing the control variable, did not necessitate resampling the groups in order to redistribute the age variable. Specific data relating to pre-test scores and justification for use of these scores as the covariance control variable will be discussed in a later section.

The Basic Experimental Materials

The five works of biography and fiction which were used in this investigation were selected after a careful search of all available historical biography and fiction about Negroes which were relevant to the period under study and suitable to the reading capacities of pupils in special service junior high schools. The selection was based on an effort to identify materials which had certain desirable characteristics. Among these characteristics were that:

1. The history of the period 1820 to 1880 should play an important role in the material. In addition, the whole historical period should be covered.

Table I

Distribution of Schools and Teachers Among Sample Groups

Schools and Teachers	Text (N=58)	Pamphlet (N=55)	Biography (N=64)
School 117			
Teacher A	11	17	18
Teacher B	15	12	18
School 142			
Teacher C	16	12	15
Teacher D	16	14	13

Table II

Distribution of Sex in the Sample Groups

Sex	Text (N=58)	Pamphlet (N=55)	Biography (N=64)
Boys	26	24	32
Girls	32	31	32

Table III

Means and Standard Deviations in the Sample Groups on the Variables of Age, IQ, and Reading Grade Level*

Variable	Text (N=58)		Pamphlet (N=55)		Biography (N=64)		Total (N=177)	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
Age (in months)	166.34	7.52	159.13	12.33	165.52	6.87	163.80	9.58
IQ	88.48	8.90	89.27	7.36	87.98	9.67	88.48	8.72
Reading Grade Level	6.74	1.29	7.11	1.34	6.51	1.26	6.77	1.31

* These data were obtained from school records. Until recently New York City schools administered the Otis Quick-Scoring Mental Ability Test to all sixth-grade pupils. The reading scores were obtained by using the Metropolitan Achievement Test: Reading. Both tests were administered independently from the present study.

2. The books should have a range of reading difficulty. The most difficult should be within the reading capabilities of the average eighth grader, while all children should be able to read some of the material.
3. The books should appeal to both boys and girls.
4. The books should be sufficiently repetitious so that concepts learned by reading one book could be reenforced by reading a second.
5. The historical accuracy and the literary style should be at a high level.

Each teacher was given a classroom set of multiple copies of the five books, making a total of approximately 70 books. The set included 30 copies of Bontemps' Frederick Douglass (see below for complete annotation). This book is written at a fifth-grade reading level and as indicated previously was used by the director of this project with apparent success in previous explorations of this problem. Each teacher was given ten copies of Sterling's Freedom Train, which was thought to appeal especially to girls since it is about a woman (Harriet Tubman). This book also offered an opportunity for the desired repetition, covering much of the same ground as the Frederick Douglass. Sterling's Captain of the Planter, of which each teacher had 15 copies, provided material at an eighth grade reading level and also related much of the history of the Civil War itself and the Reconstruction Period. The two works of fiction, Meadowcroft's By Secret Railway and Sterne's The Long Black Schooner, added blood, thunder, and excitement to the other accounts of the period. An annotated listing of the five books with complete bibliographic information, which may be useful to teachers and researchers, follows:

Bontemps, Arna, Frederick Douglass: Slave-Fighter-Freeman, New York: Alfred A. Knopf, 1957, 177 pp., illustrated, 30 copies per set.

> This book begins when Frederick Douglass is a little boy, a slave owned by a white planter. It takes him through his boyhood both on the plantation and in Baltimore, Maryland, his young manhood as a plantation worker and a ship caulker, his escape to the North and his role in leading the battle for emancipation of the slaves.

Meadowcroft, Enid La Monte, By Secret Railway, New York: Scholastic Books Services, 1963, 5 copies per set.

> This is the story of a Negro slave boy whose father has purchased his freedom. Unfortunately when the boy arrives to join his father in Chicago, he discovers that his father has been killed. He is befriended by a white boy, is kidnapped and re-enslaved, and is finally rescued by his friend by means of "the secret railway."

Sterling, Dorothy, Captain Of The Planter, Garden City: Doubleday and Co., Inc. 1958, 15 copies per set.

> This is the story of Robert Smalls, born a slave in South Carolina. It tells of his early life as a slave, his attempt to purchase his freedom, and his decision to pilot a paddle-wheel steamer to the Northern forces. He fought in the Civil War and participated in government during the reconstruction period.

Sterling, Dorothy, Freedom Train, Garden City: Doubleday and Co., Inc. 1954, 10 copies per set.

> This is the story of Harriet Tubman, sometimes called the Moses of her people, for she led over 300 slaves to freedom. The book tells of her early days as a slave, the accident which made her go into spells throughout her life, her narrow escapes on the expeditions of freeing slaves, and her life as an illiterate but eloquent spokesman of human rights.

Sterne, Emma Gelders, The Long Black Schooner, New York: Scholastic Book Services, 1953, 10 copies per set.

> This is the story of a mutiny on board a slave ship, the Amistad. It tells the bloody story of the revolt and the fantastic voyage which ended on the coast of Long Island. The mutineers are finally able to return to Africa.

The original impetus for this investigation came out of the experience of one of the investigators with the use of biographical and fictional materials in teaching history. However, in the planning of this research, the investigators recognized that the variable of the Negro, as well as the fiction and biographical form, should be at least partially isolated and studied. Fortunately, the Board of Education of Detroit, Michigan, had recently issued a pamphlet entitled The Struggle for Freedom and Rights as a supplement to the American history textbooks then in use in its eighth grades. The foreword makes the following statement:

> United States history textbooks, generally, do not include adequate treatment of the Negro in American history and culture. The Struggle For Freedom and Rights was written to partially overcome this deficiency and to give pupils a

> fuller and more factual statement on the role of the Negro in the study of our country. Most of this booklet is concerned with the origins and development of slavery in America leading up to emancipation and the post-Civil War reconstruction period....
>
> The booklet is to be used as basic text material; it supplements the other books used in the classroom.... It was written primarily for the grade 8B study of United States history.

Consequently, it was possible to plan an experimental group (herein called the Pamphlet Group) which differed from the control group only in having available this brief supplementary text on the history of the Negro in America. In this way the two independent variables were partially separated for study.

Teachers used their customary texts with the Textbook Group and the Pamphlet Group. The books were as follows:

Barker, E.C., Cavanah, F., and Webb, W.P., Our New Nation, Evanston: Row, Peterson, and Co., 1958.

Barker, E.C., Commager, H.S., and Webb. W.P., The Standard Building of Our Nation, Evanston: Row, Peterson, and Co., 1961.

Moon, G.W., and Cline, D.C., Story of Our Land and People, New York: Holt, Rinehart and Winston, Inc, 1961.

Schwartz, M. and O'Connor J., Exploring American History, New York: Globe Book Company, 1963.

The latter two books were used in drawing up the outline of Civil War Unit described below. The Moon and Cline is typical of the good but traditional history books written for pupils in the seventh and eighth grades. Unit 7 is entitled "Sectional Differences Led to War: The Slavery Issue Split the Nation (1820-1880)." The years covered in this Unit are the precise ones selected for study in the experiment. The text features one-page biographies of historical figures, but none of them is a Negro. A short biography of Abraham Lincoln is included in Unit 7. Neither Frederick Douglass, Harriet Tubman, nor Robert Smalls (the principal figures in the three biographies selected for the Biography Group) is mentioned in it. Although the book does contain a picture of Phillis Wheatley, the eighteenth-century Negro poet, it gives little attention to Negroes except as they figure in a traditional account of slavery. The Row, Peterson books are similar.

Schwartz and O'Connor's Exploring American History is somewhat different, being written especially for slow learners and the culturally handicapped. Its Unit on the Civil War consists of 11 "chapters" covering about 55 pages. The "chapters" are really short readings followed by extensive exercises, illustrations, maps, and supplementary materials. The content of the text, however, does not depart radically from what is traditionally included in units on the Civil War. Neither Frederick Douglass, Harriet Tubman, nor Robert Smalls is mentioned.

Development of Unit Plans in Teacher Workshops

Purposes. Though the general design of this investigation conforms to the classic model of educational research with its effort to ascertain the comparative impact of one or more independent variables on the learnings of pupils especially grouped for this purpose, the inclusion of four teachers without prior research experience as the implementers of the research introduced limitations on this first experiment. The teachers had to have the opportunity both to contribute to the research and to develop some understanding of how to carry it out. These requirements gave the investigation many of the characteristics of action research as Corey describes it (Corey, Stephen M., Action Research to Improve School Practices, New York: Bureau of Publication, Teachers College, Columbia University, 1953) its basic objective was practical; its subjects were pupils in functioning junior high schools in a large city school system; and its teachers were full-time classroom instructors with no special qualifications other than general competency and willingness to participate.

The investigators sought, through a series of weekly workshops with the teachers, to develop the skills and understanding necessary for the research. Fifteen sessions were held in the period between August 1964 and January 1965, with the following purposes in mind:

1. To develop an understanding of the research objectives, design, procedures, and materials and to give the teachers an opportunity to make suggestions which might better adapt the plans to the exigencies of their school situations.
2. To reach a common understanding of and agreement on the history learnings which teachers of American history in the eighth grade of New York City special service schools consider appropriate for their pupils. These selected learnings then could serve as the specific objectives of the teaching of the control and experimental groups and provide the basis for development of the criterion instrument used in measuring learning increments.
3. To study the experimental materials, exploring their history content and the instructional possibilities related to it. From this study procedures appropriate for classroom use were to be devised.
4. To provide an opportunity for teachers to raise questions, to report on their experiences, to express their feelings, and to evaluate the objectives, design, procedures, and materials of the research enterprise in which they were engaged.
5. To facilitate the administration of the research, the collection of data, the distribution of materials, the identification of control and experimental groups, the setting of dates for teaching and testing, and many other such operational details.

The workshop procedure usually followed in the solution of research problems had three stages: a preliminary analysis made by the investigators, a proposal by them to the teachers, and then the working out of revised versions through group discussion. As the workshops progressed, the investigators came to see that the objectives could be only partially realized in the time available before the teaching of the unit had to begin.

Content of the Civil War Unit. As a first step in developing the outline of the history unit to be included in this study, one of the investigators summarized the content of the experimental materials and of two texts in common use (Schwartz, Melvin and O'Connor, John, Exploring American History, New York: Globe Book Company, 1963, and Moon, Glenn W. and Cline, Don C., Story of Our Land and People, New York: Holt, Rinehart and Winston, Inc. 1961). He drew up a preliminary outline which was then modified during the course of several workshop sessions. In the revised plan the history content was divided into 25 daily lessons. The participants agreed that the content included in these lessons was to be taught directly to both the control Group and the Pamphlet Group and indirectly to the Biographical Group. The final outline included the following content (See Appendix B for the complete outline of lessons):

I Background of the Struggle Between North and South (6 lessons)

The nation in 1820, background of slavery, plantation system, etc.

II The Struggle: 1820-1860 (8 lessons)

The constitution, tariff problems, political leaders, admission of new states, the abolitionists, etc.

III The War Itself (4 lessons)

Secession, creation of Confederacy, military aspects of war, etc.

IV The Post War Period (4 lessons)

Death of Lincoln, efforts to rebuild South, the re-establishment of white supremacy, etc.

V The Ways in Which Modern Life Has Been Affected by This Period of American History (3 lessons)

The Negro in American Life, present-day struggles over civil rights, etc.

The development of the 25 lesson outline did not resolve all the problems related to content objectives. Since the teachers were each to have one class of pupils (the Biography Group) which would not have what the teachers thought to be a systematic account of the historical period available for study, they raised many questions about what these pupils were to learn and how they were to learn it. Some of this uncertainty reflected the teachers' unfamiliarity with the details of the materials in the fiction and biography as well as their fear that such unordered information would not provide a sound basis for teaching history.

To allay this uncertainty and fear, the investigators felt it necessary, and subsequent events gave added value to their decision, to make a detailed analysis of the basic concepts which were to be included in the study of the Civil War Period. The content of the two texts mentioned above and the experimental materials were analyzed again, this time for basic concepts. The investigators made the preliminary analysis, submitted a list of several hundred terms, names, and statements to the five teachers for their evaluation. They were asked to react to this initial listing as follows:

"Thinking in terms of what should and/or could be included in teaching the 1820-1880 period to eighth graders, please check (X) the columns as follows:

"1. If of absolute essentiality and must be covered.

"2. If of moderate to high essentiality and should be covered where possible.

"3. If of low essentiality, but should be covered where possible.

"4. If of very little or no essentiality and probably should not be covered."

On the basis of the teachers' response and after cooperative study, the concepts and items were placed into eight major groupings: Time, Place, People, Vocabulary, Government, Life in North and South, Life of Negroes, and Major Events, and ranked according to essentiality. The following is a sample:

People

A. John Brown
Frederick Douglass
Dred Scott
Abraham Lincoln
Eli Whitney
John C. Calhoun
Henry Clay
Daniel Webster
William Lloyd Garrison
Harriet Beecher Stowe
General Grant
Andrew Johnson
Harriet Tubman
General Sherman
General Lee

B. General Jackson
Stephen Douglas
Jefferson Davis
Andrew Jackson
Nat Turner
General McClellan

C. Major Anderson
Admiral Farragut
Secretary Stanton
Senator Sumner

D. General Beauregard
John A. Garfield
William Harrison

NC (not classified)

Elijah Lovejoy
David Ruggles
David Walker
Phillis Wheatley
Robert Smalls
Samuel Dupont
General Hunter
Rutherford B. Hayes
John McKee
General Sexton
Alexander Stephens

This list, together with the lesson outline, functioned in two important ways For the teachers, the main function was to give some guidelines for the instruction of the Biography Groups. They used it as the basis for classroom activities to supplement the reading program. For the investigators, the list provided a guide to the development of the criterion instrument. Its eight sub-tests provided meaningful classes of data which could later be compared and contrasted with the planned factor analysis. (See below for fuller discussion of criterion instrument.)

Development of Particular Lessons and Supplementary Materials. Much of the time of the workshop sessions was devoted to the elaboration of particular plans for teaching the Biographical Groups. Activities of several types were planned (1) the recording by the children of their progress in reading; (2) exercises related to the reading in the biographies; (3) lessons in which the material of the biographies was related to the larger developments of the period; and (4) short lectures, discussions, and quizzes to supplement the reading. These were intended to acquaint the Biographical Group with historical events that were not either directly or indirectly included in their books.

Four of these lessons are included in Appendix C. The first outlines a plan to develop interest in the book Frederick Douglass: Slave, Fighter, Freeman. The second is a sample reading exercise. Five exercises like this one were developed for Frederick Douglass and five for Captain of the Planter. They were planned both as reenforcement learnings for the reading and as a means by which the teacher could quickly determine the reading level of the pupil and his progress in going through the books. The reading exercises tested simple recall, simple reference, and vocabulary. The third lesson is an example of the teachers' effort to capitalize on the pupils' interest in biography. In the lesson they sought to make explicit the learning of social studies vocabulary and to relate historical events to the content of the book read. The fourth sample lesson is a lecture-discussion on the history of the period, fairly traditional in type, in which little conscious effort was made to relate the lecture to the biography and fiction. Its approach was to give a straightforward explanation of events of importance to an understanding of the period.

The Criterion Instrument

The criterion instrument, entitled Civil War Learnings, consisted of a 167-item objective-type test with eight sub-tests. It went through three stages in reaching its final form:

1. All terms, concepts, people, places, and generalizations which were found in the materials to be used with both control and experimental groups were listed and then ranked according to the participating teachers' judgments of their essentiality. (See above for a more extended description of this process.)
2. A 206-item objective-type test was constructed. This test was administered to two classes of children similar to the groups included in the experiment and the responses to the items were analyzed for discriminability and difficulty.

3. The final form of the test consisted of 167 objective-type items, grouped in eight categories. Items were arranged to the extent possible in the approximate order of increasing difficulty. (See Appendix B for complete test.)

Each category of items focused on skills and understandings relevant to that aspect of the unit indicated by its title.

The category called Government sought to test those understandings related to the use of power at the national level, to the decision-making process, and the form in which critical decisions were embodied. The category called People sought to test the ability of pupils to link historical figures with places, positions, events, and ideas. The items subsumed under Place sought to test location abilities by relating place names to numbers on a map and recalling place names when given a number on a map. In addition, knowledge of place names was tested by including items that required relating places to important ideas (such as Confederacy, Union) and historical events. Perhaps the most intensive analysis was given to Time, the understanding of which was tested in relationship to dates, to historical periods, to anachronisms, and to the chronological relationships of important events. The categories of Life In North and South, Life of Negroes, Vocabulary, and Major Events were tested in a similar fashion.

The 167 items in the criterion instrument were distributed among the sub-test categories as follows:

Life in the North and South	10 items
Life of Negroes	26 items
Time Relationships	32 items
Places	35 items
Vocabulary	24 items
People	19 items
Government	10 items
Major Events	11 items
TOTAL	167 items

The development of the sub-tests and the spelling-out of a rationale for each one added a dimension to this study which proved of great value. The criterion instrument not only gave a general answer to questions concerning increments in historical knowledge gained by pupils using different types of materials in their studies, but also revealed differences by category in detail. Its structure also made possible an exploration of whether or not the categories chosen were similar to the relationships among items which a factor analysis would reveal. For purposes of inquiry, it was hypothesized that the patterns of intercorrelations among items revealed by a factoring procedure would parallel the groupings arbitrarily established as meaningful historical relationships. For example, the investigators wished to determine whether or not the items in the classification Place would correlate more highly with each other than with responses in the category Time or Life of Negroes.

After the criterion test had been administered during the experiment, a determination of its internal reliability was made from the sub-test scores. Froelich's procedures for determining reliability (as reported in "A Simple Index of Test Reliability," Journal of Educational Psychology 32: 381-85, 1941) were utilized. This procedure yielded a reliability index of .89. The investigators are reasonably sure that the reliability is at least as high as indicated, for, as Henry Garrett points out, the Froelich formula always underestimates to a slight degree as compared to split half procedures. He states, "We may be sure that the test is at least as reliable as we have found it to be." (Statistics in Psychology and Education, Longmans, Green and Co., 1953, p. 337.)

Other Evaluation Procedures

Pupils can be affected in many ways by study materials. Though the criterion instrument described above was the main measure of the effectiveness of the materials, the investigators thought that there were several other dimensions in the study which needed exploration. Since almost all of the children in the classes were Negroes, it was hypothesized that when these pupils read about the role of the Negro in American history their interest in history would be heightened and that their behavior in the classroom would reflect this heightened interest. It was also hypothesized that teachers would spend less time rebuking pupils for deviant conduct. The investigators were also interested in exploring the problem of ego-strength in Negro children. Since one of the purposes of selecting materials about Negroes was to correct the distorted cultural image of the Negro, they felt that it was desirable to study whether or not the new materials had the desired effect.

Although the limited resources of this investigation made it impossible to explore these problems in depth, three tentative efforts were made, primarily to build experience for future ventures. These efforts are discussed below.

The Teacher Logs. The investigators were interested in obtaining some information on the reaction of the teachers to the classroom use of the materials. They also wanted a record of the problems which teachers had while using the materials. To obtain this information, the investigators asked the cooperating teachers, during the period in which they were teaching the Civil War Unit, to record on tape some of their reactions to the following questions:

1. As you see it, just how are the students reacting to the biographical materials?
2. How effective are the materials in attaining the goals we have set?
3. What other related comments do you care to make?
4. As you see it, what specifically has not gone as planned in your classes?

As will be noted, the questions were quite open-ended and allowed for a great deal of personal in-put and interpretation by the teachers.

A total of thirteen recordings were made over the six-week period; three each from three of the teachers and two each from the others. (This included the fifth teacher whose pupils were not part of the main study.)

The Classroom Observation Record In an attempt to notate more objectively student response in the classroom, a Classroom Observation Record was developed.* The Record included notations related to the number of rebukes the teacher had to make, amount and kind of student involvement, and the particular kinds of activities in which the class was engaged. Space was also allocated on the Record for general comments concerning teacher involvement. (See Appendix D for copy of the Record.)

A total of 25 observations was made by the investigators, each teacher being visited at least three times. The textbook classes as well as the experimental groups were observed. The Record had one basic limitation. The number of recordings demanded was unmanageable in the face of actual classroom activities. However, some references were drawn from its use and will be alluded to in a later section dealing with findings.

Student Responses to Derogatory Statements about Negroes. It was beyond the resources of the current study to investigate thoroughly the impact of the experimental material on the ego-strength of the Negro pupils and on the understanding of the non-Negroes. However, the investigators hypothesized that if the material about the Negro had the desired effect, the pupils who had studied it would use specific evidence from history to contradict a derogatory statement about Negroes. The teachers were asked to have their pupils react in essay form to the following statement:

> Some people say that the Negroes were naturally well suited to be slaves. They lacked brains and courage to take care of themselves and to help each other. They liked the white man to take care of them and tell them what to do. Tell why you agree or disagree. Use as many examples as possible.

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*One source which proved especially helpful in the construction of the Record was Medley and Mitzel's "Measuring Classroom Behavior" (Chapter 6, Handbook of Research on Teaching, Ed. N. L. Gage. Chicago: Rand McNally and Co., 1963, pp. 247-328.)

Two of the teachers had all three of their groups respond; the other two instructors consulted their principal and he forbade its use, feeling that the pupils would misunderstand the intent of the statement and that the community might object. From the classes of the two participating teachers, one hundred and three responses were collected--36 from the Control Group, 32 from the Pamphlet Group, and 35 from the Biography Group. The results are reported below under Findings Related to Teacher and Pupil Reactions.

Time Schedule

April - August 1964	Completed administrative arrangements with schools, contacted teachers, and obtained necessary authorizations.
September - October 1964	Conducted workshop sessions with teachers, developed lesson outline and plans, constructed criterion instrument.
November - December 1964	Administered pre-test, conducted study as outlined, continued workshop sessions, observed classes, administered post-test.
January, 1965	Held evaluative workshop sessions, began scoring of tests, drew up preliminary plans for final report.
May - June 1965	Administered and scored retention-tests; collected information necessary for final analysis, held further workshop sessions.
September - December 1965	Had statistical work done by ABACUS Associates Incorporated, wrote first draft of final report.
January - March 1966	Completed final report, held final follow-up sessions with teachers and principals.

Limitations and Special Problems

Before the results of the study are presented, it might be well to point out several limitations and special problems which affected the results and which need to be known in order to examine them critically. These concerned the scope of the experiment, the criterion instrument, the administrative arrangements, and the implementation by the teachers.

The basic design of the study would have been strengthened by the inclusion of a fourth group using fictional and biographical materials which did not highlight the role of Negroes. This would have clarified still further the distinction between the biographical factor and the Negro factor. In addition, the effect of the novelty in using the fictional and biographical materials might have been offset by giving the Biography Group experience with this type of material before the Civil War Unit was taught.

The evaluation process also had several limitations. The effect on ego-strength and on interest which might be considered central to the approach could only be superficially explored. In the case of the criterion instrument itself, although it had a sufficiently high reliability and face validity, no concurrent or predictive validity had been established before administration.

Several administrative factors were unfavorable. Financial support for the project was delayed and the delay curtailed some of the effectiveness of the whole undertaking. It was not possible to obtain a sufficient number of the pamphlets to give each child in every Pamphlet class a copy. This diluted the effect of the pamphlet. The delay also caused the postponement of the administration of the retention-test beyond the original plan of an interval of one month.

Finally the amount of time necessary to orient the teachers to new teaching procedures was greater than expected. The change in teaching styles and the maintaining of the distinctions among them when they were understood and adopted proved difficult for the teachers. Operating under the severe stresses of daily school life, the teachers found it difficult to suspend judgment on the new procedures until they had been adequately tested.

In view of these limitations the findings and conclusions reported in later sections should be considered tentative and should not be generalized beyond the particular materials, procedures, and pupils utilized in the study.

THE RESULTS OF THE EXPERIMENT

The main conclusion of the analysis of the data is that the evidence gives only slight support to the hypotheses which the experiment was testing. Considering only the total adjusted mean scores on the criterion instrument, the investigators discovered that there were no significant differences among the three groups in the increment in history learnings and in the retention of what was learned. Covariance analysis of the adjusted mean scores of the sub-tests indicated that the Biography Group achieved higher scores in two categories; the Pamphlet Group in a third; and the Pamphlet and Textbook Groups in a fourth. The retention-test revealed no significant differences in the adjusted mean scores of the three groups either in total scores or in sub-test scores.

As indicated previously, the control variable in the covariance analysis comparing learning growth among the sample groups was the unadjusted pre-test scores. This decision was based on partial and multiple regression analysis of the variables of sex, age, IQ, reading level, and pre-test scores as correlated with post-test scores. It was found that pre-test scores by themselves correlated at a .83 level with post-test performance and by adding different combinations of the other variables, this correlation could be brought no higher than .87. Thus, it was quite clear that pre-test scores alone accounted for almost all of the other variables.

Since the pre-test differences among the groups were statistically significant, it became necessary for covariance analysis purposes to adjust post-test and retention-test mean scores when comparing learning increments among the sample groups. (See Appendix E, Tables XIV and XV for data related to multiple regression analysis and pre-test differences.)

Data Related to Growth in Civil War Learnings

The learning increment data from the criterion instrument was analyzed for changes within sample groups as well as between them. Table IV reveals that learning gains between pre-test and post-test total mean scores in all groups were statistically significant; the Textbook classes gained 14.53 points, the Pamphlet youngsters gained 15.00 points, while the Biography Group moved a total of 14.23 points. These data indicate that all three teaching procedures helped eighth grade youngsters in their understanding of the Civil War Period. Interestingly, the total mean gains of the pre-to post-test period were generally maintained on the retention test, even though a five-month period separated the post-test and retention-test administrations. (See Table V.)

It will be noted in Table VI that there were positive learning increments on almost all of the sub-tests for all the groups. The exception to this was in the sub-test of Life in North and South, where the Textbook and Pamphlet Groups appeared to have changed negatively (-0.40 and -0.48 points, respectively). Table VII indicates that sub-test mean score gains from pre-to retention-testing were similar in magnitude to pre-test to post-test increments. It also shows that the decline of the Textbook and Pamphlet Groups in Life in North and South was reversed to the degree that retention mean scores on this sub-test are almost identical to pre-test levels. (For summary of learning gains made in pre-test to post-test and post-test to retention-test, see Appendix E, Table XVI.)

Analysis of covariance formulas was utilized in determining the differences among the sample groups in Civil War Learnings increments. For 2 and 175 degrees of freedom, the F-ratio required for significance at the 5 per cent level of confidence (for rejection of the inherent null hypothesis) is 3.05, and for the 1 per cent level, 4.70.

Covariance data comparing adjusted post-test scores of the sample groups is presented in Table VIII. The F ratio of 0.093 shows that there were no significant differences among the groups on total post-test performance; nor were there any significant differences in the sub-tests of Time, Place, People, and Major Events. However, differences were found in Life in North and South, and Life of Negroes, both of which were at the .01 level and in favor of the Biography Group as hypothesized. Two other major differences were found, neither of which

Table IV

Significance of Mean Differences Between Pre-Test and Post-Test Unadjusted Mean Scores on Civil War Learnings for the Sample Groups.

Groups	N	Pre-Test Mean	Pre-Test S. D.	Post-Test Mean	Post-Test S. D.	F	P
Textbook	58	78.45	16.41	92.98	19.00	4.51	<.01
Pamphlet	55	86.40	12.70	101.40	16.05	5.62	<.01
Biography	64	83.22	14.23	97.45	17.50	5.13	<.01

Table V

Significance of Mean Differences Between Post-Test and Retention Test Unadjusted Mean Scores on Civil War Learnings for the Sample Groups.

Groups	N	Post-Test Mean	Post-Test S. D.	Retention Test Mean	Retention Test S. D.	F	P
Textbook	58	92.98	19.00	93.64	19.49	0.20	>.10
Pamphlet	55	101.40	16.05	99.22	14.28	0.76	>.10
Biography	64	97.45	17.50	95.81	18.43	0.54	>.10

Table VI

Differences Between Pre-Test and Post-Test Unadjusted Mean Scores for the Sample Groups on the Civil War Learnings Sub-tests and Total Test

Sub-test Areas	Text (N=58) Pre	Text (N=58) Post	Text (N=58) Diff	Pamphlet (N=55) Pre	Pamphlet (N=55) Post	Pamphlet (N=55) Diff	Biography (N=64) Pre	Biography (N=64) Post	Biography (N=64) Diff
Life in North and South	6.86	6.46	- 0.40	7.18	6.70	- 0.48	6.70	7.59	+0.89
Life of Negroes	15.83	17.38	+ 1.55	16.49	18.16	+ 1.67	16.70	19.77	+3.27
Time Relationships	19.76	22.14	+ 2.38	20.82	22.53	+ 1.71	19.59	21.46	+1.87
Place	12.79	15.28	+ 2.49	15.58	17.55	+ 1.97	15.17	16.80	+1.63
Vocabulary	11.02	13.95	+ 2.93	13.36	17.55	+ 2.19	12.63	15.23	+2.60
People	5.67	7.97	+ 2.30	6.05	8.96	+ 2.91	5.69	8.23	+2.54
Government	3.24	4.59	+ 1.35	3.64	4.78	+ 1.14	3.33	4.05	+0.72
Major Events	3.21	5.33	+ 2.12	4.62	5.18	+ 0.56	3.31	4.85	+1.54
Total	78.45	92.98	+14.53	86.40	101.40	+15.00	83.22	97.45	14.23

Table VII

Differences Between Pre-Test and Retention-Test Unadjusted Mean Scores for the Sample Groups on the Civil War Learnings Sub-Test and Total Test

Sub-test Areas	Text (N=58)			Pamphlet (N=55)			Biography (N=64)		
	Pre	Ret	Diff	Pre	Ret	Diff	Pre	Ret	Diff
Life in North and South	6.86	6.98	+0.10	7.18	7.14	-0.04	6.70	7.01	+0.31
Life of Negroes	15.83	17.84	+2.01	16.49	18.07	+ 1.58	16.50	18.73	+2.23
Time Relationships	19.76	21.72	+1.96	20.82	21.91	+1.09	19.59	21.72	+2.13
Place	12.79	14.10	+1.31	15.58	17.13	+1.55	15.17	16.00	+0.83
Vocabulary	11.02	15.21	+4.19	13.36	17.19	+3.75	12.63	15.20	+2.57
People	5.67	8.50	+2.83	6.05	8.53	+2.48	5.69	8.41	+3.72
Government	3.24	4.41	+1.17	3.64	4.56	+0.92	3.33	3.97	+0.64
Major Events	3.21	4.86	+1.65	4.62	4.98	+0.36	3.31	4.70	+1.39
Total	78.45	93.64	+15.19	86.40	99.22	12.82	83.22	95.81	12.59

Table VIII

Significance of Adjusted Mean Differences Among Sample Groups on Civil War Learnings Post-Test

Sub-test Areas	Text (N=58)	Pamphlet (N=55)	Biography (N=64)	F	P
Life in North and South	6.48	6.62	7.66	9.598	<.01
Life of Negroes	17.58	18.06	19.67	15.667	<.01
Time Relationships	22.32	22.00	21.76	0.304	ns
Place	16.53	16.77	16.32	0.449	ns
Vocabulary	14.72	16.94	15.06	5.210	<.05
People	8.04	8.80	8.30	1.310	ns
Government	4.63	4.70	4.07	3.178	<.05
Major Events	5.33	5.17	4.86	0.882	ns
Total Score	97.14	97.68	96.88	0.093	ns

Table IX

Significance of Adjusted Mean Differences Among Sample Groups in Civil War Learnings Retention-Test

Sub-test Areas	Text (N=58)	Pamphlet (N=55)	Biography (N=64)	F	P
Life in North and South	7.00	7.06	7.07	0.045	ns
Life of Negroes	18.02	17.99	18.65	1.128	ns
Time Relationships	21.91	21.36	22.02	0.421	ns
Place	15.17	16.47	15.59	0.987	ns
Vocabulary	15.89	16.55	15.05	2.015	ns
People	8.58	8.36	8.48	0.106	ns
Government	4.46	4.50	3.99	1.802	ns
Major Events	4.87	4.96	4.71	0.274	ns
Total Score	97.68	95.60	95.26	0.854	ns

had been hypothesized. The Pamphlet classes were superior in learning gains to both the Textbook and Biography Groups on Vocabulary, a difference significant at the .01 level. In Government, the Textbook as well as the Pamphlet Group made significantly greater gains (at the .05 level) than did those youngsters studying the biographical and fictional materials.

The most significant finding in the data on the retention testing shown in Table IX is that sub-test differences between the groups which were found on the post-tests had disappeared. There were no significant differences among the groups either in sub-test or total scores. Whether the differences would have been maintained if retention testing had taken place only a month rather than five months after testing, is of course not known. Certainly, the number of intervening variables possible in this period, including those variables related to teacher organization and teaching content, is unlimited.

Findings Related to Teacher and Pupil Reactions

Teacher Log Responses. Analysis of the reactions was necessarily quite subjective but the statements could be divided roughly into two categories: the apparent interest of the children studying the experimental materials, and special problems which the use of the materials created for the teacher. The reactions may be summarized as follows:

1. There was unanimous agreement among the teachers that the biographical and fictional materials were popular with the children. This interest was maintained throughout the study of the unit. The pupils seemed to prefer the materials to the textbooks and responded well to questions related to the materials. More than one teacher found it was "difficult to get the books collected at the end of the period" because the pupils wanted to continue reading.
2. Almost all of the children were able to finish at least Frederick Douglass during the experimental period, and, evidently, most began to read or finished at least one other book.

3. In certain instances the students were able to relate ideas and knowledge gained from the experimental materials to general history study materials (such as film strips). However, a great deal of preliminary planning by the teacher is apparently necessary if transfer is to take place.
4. The students enjoyed and were able to respond in an involved way to such identification and emotion-laden questions as "Did Mr. Auld really hate Frederick?"
5. The problem of integrating the experimental materials with other more general historical content was not completely solved during the unit. The partial failure of the teachers in their attempt at integration seemed to be based not only on deficiencies in the supplementary materials, but also on the teachers' inexperience and lack of conviction that it could be done. Some saw the fill-in lessons as artificial devices which would not produce an adequate understanding of eighth-grade American History.
6. The Negro boys and girls seemed to respond better to the materials than did those who were Puerto Rican. This contradicts the experience of the investigators and leaves the question of the adequacy of the material for non-Negro children unanswered.
7. Classroom management problems related to individualizing the reading programs to suit the interests and abilities of the pupils remained, to a degree, unsolved.
8. The pamphlet materials, although not fully tested because of time and management limitations, seemed adequate in terms of student response and reading level.

In summary, then, the teacher reactions on the taped logs indicated that the pupils generally responded enthusiastically to the experimental materials, but that history content integration and classroom management problems inhibited full use of these materials.

Student Responses to Derogatory Statements About Negroes. As indicated previously, a total of 103 students representing all three sample groups reacted in essays to a derogatory statement about Negroes. The responses were examined for the presence or absence of references to history in the refutations. (Ninety-nine students refuted the statement, while only four youngsters agreed with it.) The papers were read to determine whether or not the pupil included historical content in his answer and, if he did refer to the past, whether he made specific reference to any Negro from history whose life refuted the statement.

No soundly based conclusion about differences among the Text, Pamphlet, and Biography Groups could be drawn from the analysis. Of the 99 refuting the statement, 71 used an argument that was historical in nature. (Example: "I disagree because the slaves did not like to work for the white men and mostly all the slaves tried to escape and go to a free state.") Thirty-six referred to such people as Frederick Douglass and Harriet Tubman. The 28 who made no use of history based their refutations on appeals to universals such as equality, fair play, common sense. (Example: "I disagree because the Negroes were born to live just as the white man and that all men are created equal. They should all live where they want and buy all the things they wanted if they work and could pay for it.") The responses using history were distributed proportionately among the three groups. Interestingly enough the pupil's citation of a specific historical figure seemed to be related to the teacher rather than to the materials studied. Of 50 pupils of one teacher, only six mentioned historical figures, while 30 of 53 of the other teacher's pupils included such a reference in their responses. Among the pupils of the latter teacher, more of the Textbook Group pupils mentioned historical figures than the pupils of the Biographical Group. One can only speculate on the reasons for this difference. Instructions on how to formulate an answer, the time allotted, and the conditions under which the answer was written may have differed in significant ways. In any case, this approach did not produce any evidence to sustain the hypotheses of the investigation. The question needs more adequate study.

Factor Analysis of Criterion Instrument

As was explained above, the technique of varimax rotation factor analysis was applied to determine whether or not the patterns of intercorrelations among the correct responses to the individual items paralleled the grouping adopted for the sub-tests. Several analyses were run and the four-factor one was selected for specific study.

The four-factor analysis revealed some similarities to the sub-test categories and some differences. The data are presented in Table X and Table XI. Table X shows the number of items of each sub-test that were found in each factor; Table XI shows the order of intercorrelations in terms of sub-test classification.

Table X

Relation of Factors to Sub-tests of Civil War Learnings

Number of Items in Factors

Sub-tests	Factor I	Factor II	Factor III	Factor IV	Totals
Place	26	0	1	2	29
Time	3	6	9	10	28
People	3	7	0	3	13
Vocabulary	1	16	0	4	21
Life in North and South	1	2	4	1	8
Life of Negroes	3	2	9	8	22
Government	2	2	0	2	6
Major Events	0	6	2	1	9
Totals	39	41	25	31	136

Items not included 14

Grand Total 150

Table XI

Order of Items in Factor Analysis Identified by Sub-Test*

Factor I (N=39)	Factor II (N=41)	Factor III (N=25)	Factor IV (N=31)
Place	Vocab	Negroes	Vocab
Place	Vocab	North	Time
Place	Vocab	Negroes	People
Place	Vocab	Time	Time
Place	Vocab	Negroes	People
Place	People	Negroes	Vocab
Place	Vocab	Time	Negroes
Place	Vocab	Place	Place
Place	Vocab	Time	Time
Place	People	Time	Negroes
Place	Vocab	Negroes	Time
Place	Vocab	Time	North
Place	Negroes	North	Negroes
Place	Vocab	Negroes	Negroes
Place	Vocab	North	Time
Place	Govt	Time	Time
Place	Events	Events	Events
Place	Vocab	Time	Place
Time	Vocab	Negroes	Vocab
Government	People	North	Negroes
Place	Vocab	Negroes	Govt.
Negroes	Time	Negroes	Time
People	People	Time	People
Place	Time	Time	Time
Place	Events	Events	Negroes
People	Events		Negroes
Place	Events		Vocab
Place	People		Time
Place	Time		Time
Place	Events		Negroes
People	People		Govt.
Time	Vocab		
Vocab	Time		
Time	Time		
Place	People		
Govt	Govt		
Negroes	North		
Negroes	North		
North	Events		
	Negroes		
	Time		

*See Appendix E for ranges of intercorrelation coefficient in the four analysis as well as for the three, six, and eight factor analysis.

Factor I appears to be primarily geographic. It included all of the items which involved using a map for naming places and seven other items designed to test geographic understandings related to the Civil War Period. Table XI suggests that if the last nine items in the ordering were eliminated, a fairly "pure" geographic factor would result, for 25 of the remaining 30 items deal with place.

Factor II contains a heavy loading of items concerned with word meanings. Fifteen of the 21 items on Vocabulary are found in this factor. Further consideration of the category People leads to the interpretation that proper names operate much like vocabulary in the study of history. If one adds the seven items from the People sub-test, 22 of the items in the second factor are accounted for.

Factor III is more difficult to interpret. It seems to consist of items which might be labeled "general historical information." Three sub-tests, Time, Life in North and South and Life of Negroes, comprise the bulk of the items in this factor. Reducing the number of items in the factor would do little to clarify the factor's content. It is also interesting to note that the significantly greater increments of the Biography Group fell in the sub-tests of Life in North and South and Life of Negroes.

Factor IV is still more obscure. It contains items from all eight of the sub-tests, though a clustering of items from Time and Life of Negroes is noticeable. In this it is very much like Factor III and may also be related to a general category of historical information.

In sum, the examination of the four factors isolated by the factorial process suggested that the items on the sub-tests might have been subsumed under three classifications: Place, Vocabulary, and one category not utilized in the study--General Historical Information. This tripartite organization might have produced meaningful results in the analysis of differences among the groups in learning patterns. Certainly this lead should be pursued in future studies.

Though the primary purpose of the investigators in using factor analysis was to study clustering of content items, the study of the factors revealed that type of operation necessary in answering the item might also be a unifying element. Table XII shows the distribution according to operation type.

Table XII

Relation of Factors to Item Type

Item Type	Factor I	Factor II	Factor III	Factor IV	Totals
Place Location on Map	18	0	0	0	18
Multiple Choice	11	9	2	7	29
True-False	6	7	23	15	51
Matching	4	25	0	9	38
Totals	39	41	25	31	136

A pattern certainly emerges. All the map exercises are in Factor I, corroborating the observations made above. Two-thirds of the Matching items are in Factor II, which related words and names to meanings and events. Three-quarters of the true-false items were in Factors III and IV, giving further support to the conclusion that these factors pertained to accurate recall of information. Thus, it seems that the responses to the item type and to the content area were interrelated.

Supplementary Data

Tables XIII-XIX in Appendix E contain data which, though not directly related to the hypotheses tested, may be of interest to some readers. Table XIII gives some further information on the factor analyses that were done; Table XIV presents the data which led to decision to make the pre-test the central variable for covariance analysis; and Tables XV and XVI give the unadjusted mean scores for the pre-test and the unadjusted mean increment scores on post-test and retention-test. Since the analysis was based on adjusted mean scores, the reader may like to see the scores

before the adjustments were made. Table XVII gives the correlation between IQ and the results of the three testings. It suggests what sub-areas in social studies require relatively more intelligence, e.g. Vocabulary.

Other data in these tables provide bases for inferring the kinds of student learning that is most likely to be forgotten during the period following completion of a teaching unit, and which learning is, in fact, increased. In sum, these data raise questions and perhaps hypotheses related to the understanding of those aspects of social studies which are most easily learned and those which are most difficult, causal factors underlying this learning, and what dimensions of social studies appear most amenable to classroom instruction.

Summary of Findings

The findings can be divided into three categories, the results from the comparative study of the groups, from the analysis of clusterings in history content, and from the summary of the observations and reactions of the participants.

1. **The analysis of the data related to group comparisons in the Civil War Learnings Test yield the following: No significant differences among the total adjusted mean scores of the three groups were found either in the post-test or in the retention-test. All three groups had gained significantly in total mean scores on the test in the period from pre-test to post-test, and their gains had been largely retained through the retention testing five months later. Two differences in sub-test increments in the post-test, Life of Negroes and Life in North and South, in favor of the Biography Group as hypothesized,were found. Other groups manifested superior growth in the sub-tests Vocabulary or Government, but not as hypothesized. The sub-test differences had disappeared by the time of the retention testing.**

2. **A study of history content factors as yielded in the Civil War Learnings Test identified conclusively two dimensions, geographical skill and understanding, and vocabulary. A third dimension, more difficult to categorize, was also identified. It was here tentatively labeled "general historical information." The geographic factor paralleled the sub-test Place, while the vocabulary factor included most often the items from the sub-tests Vocabulary and People. The "general historical information" factor contained items from all the remaining five sub-tests.**
3. **Classroom observations and teacher and student reactions indicated:**
   - **a. Teacher reports and classroom observations indicated that the pupils were interested in the biographical and fictional materials. In addition they were able to relate their reading to more general and systematic classroom presentations by the teacher and on occasion cite personal experience in discussion of some problems.**
   - **b. The reports of the teachers indicated that their problems of relating the biographical and fictional reading to the traditional topics of eighth grade American history and of preparing the pupils for official and standardized examination were only partially resolved in the experimental period. However, some progress was reported.**
   - **c. Pupils in the Biography Group were not different from the other groups in their use of historical argument and citation of Negro figures when refuting derogatory statements about Negroes as had been hypothesized.**

CONCLUSIONS AND RECOMMENDATIONS

The major hypotheses of this study were that compared with similar children using textbooks as the basis of their study of eighth grade American history, culturally disadvantaged children learn more, retain the learning longer, and are more interested, if

1. the material they study includes substantial attention to the Negro, and if
2. the material is in the form of fiction and biography.

When tested by a comparison of the learning increments of three sample groups on a five-week history unit related to the Civil War Period, these hypotheses were not sustained. The Textbook, the Textbook-Pamphlet, and the Biography-Fiction groups did not differ in the amount of learning they achieved as measured by post-test and retention-test scores.

Since the participating teachers were unfamiliar with the experimental materials, with classroom procedures for using these materials, and with the demands of the research design, these results must be interpreted cautiously. The limited experience of the teachers with the experimental materials and procedures was in contrast with their extensive experience with the texts and procedures which they had customarily used in their classrooms. In view of these and other limitations previously discussed and in light of the observed and reported interest of the pupils in the biographical and fictional materials, the above hypotheses should not be summarily dismissed. The pupils in the Biography Group, without access to texts, did achieve learnings as great as those groups with a text. In addition, the criterion instrument consisted of items which tested traditional historical content. Consequently the investigators feel that further testing of such materials with teachers experienced in their use may reveal superior learning increments as hypothesized.

Further testing of the hypotheses will not only determine their validity, but such enterprises may also contribute to development in the teaching of the social studies by providing insights into the nature and goals of learning in history, the character-

istics of materials which are effective in teaching history to the culturally disadvantaged, and the impact of materials about the Negro on the ego strength of Negro children. Below are several comments and suggestions which might serve as guidelines for further research. The investigators recognize, of course, that in their comments they have gone beyond the objective data of this study.

1. **In the study reported here, the experimental materials were primarily fiction and biography. However, it is not the form of the materials that is critical; rather it is their characteristics. The books chosen for this study demanded more reading by culturally disadvantaged children than the customary texts; and the content of the books was simple, dramatic, and person-centered. Other materials, such as plays, films, autobiographies, diaries, and source materials, have these characteristics as well. The common purpose of their use is to intensify the identification of pupils with the people of the past in the hope that this identification will lead to greater and more meaningful learning.**

2. **The pamphlet, as well as the works of fiction and biography, used in this study highlighted the participation of the Negro American in the nation's history. Efforts among educators to prepare and use similar materials are widespread. The aim of these efforts is to improve the cultural image of the Negro and by this means the self concepts of Negro children. The study reported here did not produce any objective evidence to support the claim that such materials are effective in achieving their goals. However, the efforts to evaluate growth in this area reported above were preparatory and exploratory in nature. They did demonstrate, however, that if such inquiries are to be conducted in the future, highly discriminable instruments capable of measuring growth in ego strength in school settings will have to be developed. Without such instruments the impact of new materials will not be clearly ascertainable.**

3. **The experience of this study indicates that the identification of basic concepts in the social studies is a fruitful task for both investigators and participating**

teachers. The investigators found that the effort to group the basic concepts into meaningful classifications such as Place, Life of Negroes, etc., added a dimension that enriched the possibilities of analysis. The comparison of the a priori classifications with the factors revealed by factor analysis opened up the whole question of the relation of the way pupils organize the data of the social world to the patterns which social scientists use to organize more extensive but similar data. The factorial effort highlighted the need for a theoretical framework that encompasses both the basic structure of the social sciences and the related cognitive operations of the pupils. The tentative identification of vocabulary, geographical and general information factors in the social studies as reported here has implications for both what is learned and how it is learned. If similar studies can be successfully pursued in the future, they may lead to the development of instruments designed to aid social studies teachers in diagnosing achievement patterns in ways which can guide instruction.

4. The procedures of the research itself seemed of great value to both the investigators and participating teachers. The cooperative study of the materials, the development of reading exercises and plans for classroom lecture and discussion, the identification of basic concepts in the social studies, and the building of the criterion instrument probably contributed to the fact that all three groups of pupils in the study achieved significant learning increments and retained them through a six-month interval.

Opportunities for research activity of this type involving both professional investigators and classroom teachers are increasing. Attention to the following considerations may contribute to their effectiveness:

a. Teachers need extended training before participating in the formal testing of hypotheses. Their basic orientation is to the solution of everyday problems in whatever way seems to work. They rely mainly on tradition, authority, and intuition for guidance in teaching. The need for suspended judgment and for sustaining differentiated methods of teaching for experimental purposes implies a reorientation of teacher attitudes. To make the necessary changes, teachers should have the opportunity to work through the ideas embodied in proposed research by means of pilot phases and workshops. Where possible, they should be paid for this participation and financial arrangements should be clear at the outset of the project.

b. Essential research arrangements should be checked thoroughly and repeatedly by the chief investigators in the project. There should be no shifting of responsibilities for implementation of any basic aspects of the research to the schools. The responsibilities and pressures which dictate much of the activity of school principals and their assistants give relatively low priority to the demands of research, even in instances where they are interested and eager to cooperate.

c. Generally, the workshop activity as described in this study seems an excellent way by which the competency and professional commitment of teachers can be raised. The process of identifying and organizing basic concepts into meaningful categories seems particularly effective in developing understanding of goals and procedures of teaching. Moreover, it gives teachers a chance to contribute in important ways to the research and heightens their desire to implement it properly.

Schools and departments of education should consider giving graduate credits to those teachers who engage in such research activities. The amount of growth of the teachers participating in this study seemed to the investigators at least as great as that which occurs for most students in the graduate courses they have taught.

5. The present investigators have several suggestions related to research design that might be embodied in future studies. The two variables of the present study,

the biographical-fictional material and the highlighting of the role of the Negro in American history, should be more clearly differentiated. Future studies should provide opportunity for validation of the impact on history learning of this type of material, which is independent of race, as well as of material which does involve race. Moreover, when the two sets of biographical-fictional materials are tested, the social dimensions of the pupils should be more varied. Disadvantaged and advantaged youth, both Negro and white, should be included.

Future testing of the hypotheses should also increase the duration of the study and the amount of history content to be included. One full year of study of American history, or a major part, is necessary for more adequate validation of the hypotheses.

For further control of variables, the number of teachers and pupils should be increased. The abilities of the participating teachers undoubtedly effect the results in ways which would be extremely valuable in assessing the usefulness of new materials and techniques. The involvement of more teachers than the present study included would allow deeper study of the relationship of such factors as teacher personality and teaching styles to the adaptations demanded by the research.

Finally, it would be helpful if studies included a strong effort to anticipate and control, or at least account for intervening variables occurring between post- and retention-testing. It is possible that in the present study the differences in sub-test scores on the post-test might have been sustained if there had been better control of classroom activities after the post-test.

It is the hope of the present writers that social studies teachers generally, and especially those teaching the disadvantaged, will experiment with the ideas and materials presented in this report. Certainly the evidence, both objective and subjective, indicates that the materials and procedures described are effective in facilitating learning with culturally disadvantaged pupils. They can be assured that their pupils

will, at the very least, not be penalized, and they will find that the process of thinking through their goals, studying the experimental materials, administering the tests, and evaluating the results will add interest to their classroom activities and develop their professional insights.

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APPENDIX A

AMERICAN HISTORY - THE CIVIL WAR PERIOD

Unit Outline - Twenty-five lessons

- I. Background of the Struggle Between North and South (6 lessons)

  - A. The Nation in 1820 (2 lessons)
    - 1. Original 13 states
    - 2. Those added by 1820
    - 3. The slave states and the free states
    - 4. The plantation system and the small farmer in the South
    - 5. The small farmer-factory system in the North
    - 6. The needs of the two sections
    - 7. General conditions of life in both sections

  - B. Background of slavery before 1820 (2 lessons)
    - 1. Slavery in world history
    - 2. African setting
    - 3. Labor needs in America
    - 4. The slave trade
    - 5. Slavery and the founding fathers
    - 6. The impact of the cotton gin
    - 7. Reasons for absence of slavery in the North

  - C. Slavery - 1820-1860 (2 lessons)
    - 1. The life of the plantation owner
    - 2. The life of the slaves
    - 3. Free Negroes--North and South
      - a. Freeing by owner
      - b. Purchasing freedom
    - 4. Rebellions
    - 5. Escape
      - a. The underground railroad
      - b. Douglass and Tubman escape

- II. The Struggle - 1820-1860 (8 lessons)

  - A. The structure of the federal government (1 lesson)
    - 1. The Constitution
    - 2. The House and Senate--Congress
    - 3. The presidency
    - 4. The Supreme Court
    - 5. The tariff as an example of struggle for domination

  - B. Political leaders and what they believed (1 lesson)
    - 1. Calhoun--states' rights, nullification, secession
    - 2. Webster--Supremacy of the Union
    - 3. Clay--The Great Compromiser

C. The admission of new states into the Union (2 lessons)
  1. Missouri--the problem and the solution
  2. California--the problem and the solution
  3. Kansas--the problem and the violence
  4. The states in the Union in 1860

D. The abolitionists (2 lessons)
  1. Why they fought slavery
  2. How they fought against it--books, newspapers, meetings, revolution
  3. Famous groups and leaders
    a. Quakers
    b. William Lloyd Garrison
    c. Frederick Douglass
    d. Harriet Tubman
    e. John Brown
      (1) In Kansas
      (2) Raid on Harper's Ferry
    f. Harriet B. Stowe and Uncle Tom's Cabin
  4. How Lincoln's views differed from the abolitionists'

E. The events surrounding the election of 1860 (2 lessons)
  1. Founding the Republican Party
  2. The Lincoln Douglas Debates
  3. The Dred Scott Decision
  4. The candidates for the presidency
  5. The election results

III. The War Itself (4 lessons)

A. The process of secession (1/2 lesson)
B. The creation of the Confederacy (1/2 lesson)
C. Summarizing the causes of the war (1/2 lesson)
D. The advantages of North and South as war begins (1/2 lesson)
E. The military aspects of the war (2 lessons)
  1. The firing on Ft. Sumter
  2. Main battles
  3. The leaders of North and South
  4. The Negroes in the war
  5. Condition of North and South at the conclusion of hostilities

IV. The Post-War Period (4 lessons)

A. The death of Lincoln (1 lesson)
  1. His ideas of reconstruction
  2. The story of his assassination
B. Early efforts to rebuild the South (1 lesson)
  1. The freedman
  2. The carpetbaggers and scalawags
C. Protection the rights of the freedmen--13th, 14th, and 15th amendments (1 lesson)
D. The re-establishment of white supremacy (1 lesson)
  1. The KKK
  2. The election of 1876

V. The Ways in Which Modern Life Has Been Affected by This Period of American History (3 lessons)

A. The Negro in American life (1 lesson)
B. The differences between North and South (1 lesson)
C. The present-day struggle over civil rights (1 lesson)

APPENDIX B

EXAMPLES OF SUPPLEMENTARY LESSONS

LESSON EXAMPLE ONE

MOTIVATING LESSON

Fiction and Biography

Aim: To interest the children in the book Frederick Douglass.

Method: To provide opportunities for children to react to the appearance of the book, its illustrations, and its general format and to make guesses about what it is about.

Questions:
1. What is the relationship among the three figures on the cover?
2. Who is the man on the cover?
3. When did he live? How can you tell?
4. What do you think he did that made him famous?
5. Look at the pictures on pages 4, 12, 20. What figure is in each picture? Who is it? Who do you think the other people are?
6. Look at the pictures on pages 43, 54, and 61. What seems to be going on?
7. Look at the picture on pages 72 and 73. What kind of a place is it? What kind of people are included? What do you think is going on?
8. What is going on in the picture on pages 106 and 107? Who is the main figure?
9. Find other pictures in the book and tell what you think is going on.
10. Look at other parts of the book. Can you make any more guesses as to what the book is about?

Class exercise: Turn to page 45. Read to pupils or have them read in turn this page and the next two. Discuss the idea of a law forbidding the teaching of reading to some young people.

LESSON EXAMPLE TWO

Name ______________________ Class ________ Date ______________

Number Correct ________

FREDERICK DOUGLASS

Chapters 1-4

DIRECTIONS: Here are ten questions. Each one is followed by four possible answers. Select the one which you think is the best answer. Place the letter in front of it before the number of the question. Use capital letters.

_______ 1. What was Grandma Betsey's job?

a. To look after the children
b. To work in the fields
c. To cook for the plantation owners
d. To take care of the chickens

_______ 2. What did Fred do for Master Daniel?

a. He took care of his shoes.
b. He read books to him.
c. He picked up the birds which Master Daniel shot.
d. He taught him to ride a horse.

_______ 3. Where did Master Daniel tell Fred that he was being sent?

a. To the fields to work
b. To Baltimore
c. To school
d. To New York

_______ 4. What did Master Daniel give him before he left?

a. Pants
b. A pocket knife
c. Two dollars
d. A pencil

_______ 5. How did Fred feel when he arrived at the Aulds' in Baltimore?

a. Frightened
b. Homesick
c. Joyful
d. Tired and sleepy

_______ 6. What kind of person was Fred's grandmother?

a. She was kind.
b. She was cruel.
c. She was sad.
d. She was lazy.

_______ 7. Why could Fred be sent to Baltimore without asking his father?

a. His father was dead.
b. His mother decided what Fred did.
c. The owner of Fred could send him where he pleased.
d. Fred could decide for himself where he went.

_______ 8. How did Rich treat Fred?

a. Kindly
b. Cruelly
c. As if he was better than Fred was
d. He paid no attention to Fred.

_______ 9. What did Fred look like to the Aulds when they first saw him?

a. He looked like a nice boy.
b. He looked dirty and careless.
c. He looked evil.
d. He looked stubborn.

_______10. What was to be Fred's position in the Auld household?

a. He was to be a guest.
b. He was to be a slave.
c. He was to be like a second son.
d. He was to be a paid teacher.

Be prepared to tell the class the meaning of the following words:

hitching-post
employed
cargo
skipper
flaxseed

wharf
stockyards
slaughterhouse
flock
hold (of a ship)

LESSON EXAMPLE THREE

The Movement to Abolish Slavery

Aim: To show how Frederick Douglass was helped by the Abolitionists.
To show how the Abolitionists operated.

Materials: Chapters 17-18 in F.D.

Vocabulary:
1. abolish
2. Abolitionists
3. liberate
4. orator
5. spokesman
6. narrative
7. anti-slavery
8. convention

Terms:
1. The Liberator
2. Massachusetts Anti-Slavery Society
3. Crusading Editor
4. Nantucket
5. William Lloyd Garrison
6. Uncle Tom's Cabin

Pivotal Questions:

1. Why did Fred subscribe to The Liberator?
2. Who was William Lloyd Garrison?
3. What did Fred learn by reading The Liberator?
4. How could Fred help the Abolitionists?
5. Why did Fred join the Massachusetts Anti-Slavery Society?
6. Why did Fred leave the United States?
7. Who was John Brown?

Summary Activities:

1. Develop the idea that books, newspapers, and meetings were weapons in the fight against slavery.
2. Remind pupils about such persons as W. L. Garrison, Harriet Beecher Stowe, and John Brown.
3. Show how Fred himself helped in the movement to do away with slavery.
4. List three ways that the Abolitionists helped Frederick Douglass.

Emphasize, generally, the relationship of above to modern times.

LESSON EXAMPLE FOUR

The Admission of New States

Aim: To learn how the addition of new territories led to quarrels over slavery.

Motivations: How many students have participated in a tug-of-war?
How was victory determined?

The Missouri Compromise - The settling of the West brought many conflicts between Southerners and Northerners. What would the new lands be, slave or free? This question came into prominence by 1818. At that time Missouri asked to enter the Union as a slave state. Northerners were opposed because the 11 to 11 balance of slave and free states would be upset, giving the South the advantage in the Senate. A hot debate began in Congress.

Henry Clay offered his compromise bill. This bill, accepted and known as the 1820 Missouri Compromise, declared that

(1) Missouri would enter as a slave state.
(2) Maine would enter as a free state, keeping the balance in the Senate.
(3) Slavery would be forbidden in any new states from the Louisiana Territory north of the 36° 30' line.

The Compromise of 1850 -When the War with Mexico began, it looked like the new states would be formed. Farsighted Representative Wilmot of Pennsylvania urged Congress to pass a bill that would prohibit slavery in the territories obtained from Mexico. The 1846 bill, called the Wilmot Proviso, passed the house but failed in the Senate. The struggle became more intense by 1850 when California asked to enter the Union. The proposed California constitution prohibited slavery, but what about the other territories? Again debate raged in Congress. No agreed policy seemed possible.

However, Henry Clay, being the Great Compromiser, offered his newest plan, adopted as the Compromise of 1850 with these provisions:

(1) California would be a free state.
(2) The remaining territories of the Mexican Cession (Utah and New Mexico) would decide among themselves whether they wanted to be free or slave. (This is known as popular or squatter sovereignty.)
(3) Slave trading, but not slavery, would be forbidden in the District of Columbia.
(4) A strong fugitive slave law would be passed to control the escape of slaves to the North.
(5) Texas would be paid $10 million for the small area of land granted to New Mexico.

Kansas-Nebraska Act of 1854 - The Compromise of 1850 had been in effect only a few years when Senator Douglas of Illinois secured passage of the Kansas-Nebraska Act which repealed the Missouri Compromise. The new act:

(1) created the territories of Kansas and Nebraska.
(2) permitted the people to decide for themselves whether they would be slave or free.

AMERICAN HISTORY: THE CIVIL WAR PERIOD

Reading Log

By keeping this log up-to-date you will be able to show your teacher just how much you have read.

NAME ______________________________ TEACHER ______________________

DIRECTIONS: Show how far you have read in Frederick Douglass by placing your scores on the reading exercises in the space_____. When you have done the first exercise, put the number correct both on that page and this one.

Frederick Douglass

Chapter 1-4_____
Chapters 5-8_____
Chapters 9-12_____
Chapters 13-16_____
Chapters 17-19_____

Other Readings

You will have an opportunity to read other books than the Frederick Douglass. Keep a record of your reading here. All you have to do is check the space __X__ after the page numbers of the book you are reading when you are finished reading these pages. In addition, when you have finished a whole book, say something briefly to show whether or not you liked it and what you liked or disliked about it.

CAPTAIN OF THE PLANTER pp. 9-56 _____ 57-95 _____ 96-135 _____ 136-183 _____ 184-243 _____

FREEDOM TRAIN pp. 11-45 _____ 46-76 _____ 77-107 _____ 108-144 _____ 145-179 _____

BY SECRET RAILWAY pp. 1-45 _____ 46-84 _____ 85-123 _____ 124-175 _____ 176-220 _____

THE LONG BLACK SCHOONER pp. 1-41 _____ 42-84 _____ 85-123 _____ 124-152 _____ 153-188 _____

APPENDIX C

QUEENS COLLEGE
Department of Education

FINDING OUT ABOUT SOCIAL STUDIES: CIVIL WAR LEARNINGS

NAME ______________________________

Queens College professors are trying to find ways to help boys and girls learn Social Studies more easily. One of the ways in which this is done is to find out what students in your grade know about Social Studies.

The questions fall into two basic types: True and False and Matching. On True and False questions you are to put a circle around the T if you believe the statement to be true, and a circle around the F if you believe the statement to be false.

For Example:

T F 1. A slave in the South had to work hard.

On Matching questions you are to place in the blank ( ) in front of each question on the left the letter of the word or phrase on the right that is most related to it.

For Example:

City	Description
( ) 1. New York	A. largest city in California
( ) 2. Los Angeles	B. largest city in Kentucky
	C. largest city in New York State

Now go ahead and do the very best you can. Thank you for helping us.

AMERICAN HISTORY: CIVIL WAR PERIOD

True and False Questions

A. Life in the North and South

T F 1. Planting cotton was common in the South before the Civil War.

T F 2. Riding horses was common in the South but not in the North before the Civil War.

T F 3. Planting wheat was common in the South before the Civil War.

T F 4. Hunting animals for food was common in both the South and North before the Civil War.

T F 5. Cutting trees for lumber was common in both the South and North before the Civil War.

T F 6. Planting rice was common in the South before the Civil War.

T F 7. Weaving cloth in factories was common in the South before the Civil War.

T F 8. Planting tobacco was common in the South before the Civil War.

T F 9. Working in boats was common in the North but not in the South before the Civil War.

T F 10. Building locomotives was common in the South before the Civil War.

B. Life of Negroes

T F 11. All Negroes in the South were slaves.

T F 12. Some slaves rebelled and attempted to kill white slave owners.

T F 13. Slaves were often bought at auction.

T F 14. Most slaves went to school for at least one year.

T F 15. Free Negroes in the North often helped slaves escape.

T F 16. Slaves often changed their names when they escaped.

T F 17. When slaves reached the North, they were safe from being returned to slavery.

T F 18. Slaves ordinarily lived in small but nicely furnished and well-built cabins.

T F 19. Negro children were free until the age of 12 when they became slaves.

T F 20. Slave children were sometimes separated from their mothers and sold to different owners.

T F 21. Sometimes white people in the North helped slaves escape.

T F 22. Slaves could own land and houses.

T F 23. The law said that slaves were not to work more than eight hours a day.

T F 24. Many slave children did not know how old they were.

T F 25. In many towns a curfew bell warned all slaves to get off the street at night.

T F 26. Slaves who fled to the Union side in the early days of the Civil War were trained for battle.

T F 27. Many slaves fought for the South in the Civil War.

T F 28. Plantation owners who treated slaves badly were arrested and punished.

T F 29. Thousands of slaves escaped to Canada where they became free.

T F 30. Most white people in the South owned slaves.

T F 31. The wife of the white plantation owner often served as the nurse of the slaves.

T F 32. Some slaves were able to save money and buy their freedom.

T F 33. Some slaves were carpenters, masons, and blacksmiths.

T F 34. Most slaves would choose to work in the fields rather than in the houses of the white masters.

T F 35. Free Negroes usually refused to work and had to be supported by charity.

T F 36. Many slaves died on board the ships which were bringing them to America.

C. Time Relationships

T F 37. Children had to attend school until they were fourteen before and during the Civil War.

T F 38. Churches had services on Sunday, before and during the Civil War.

T F 39. Army tanks were used in the Battle of Vicksburg during the Civil War.

T F 40. Women wore skirts down to their shoe tops before and during the Civil War.

T F 41. Many men grew beards before and during the Civil War.

T F 42. Most people were farmers before and during the Civil War.

T F 43. Houses were lighted by electric lights before and during the Civil War.

T F 44. Children sometimes worked in factories before and during the Civil War.

T F 45. People sometimes had frozen orange juice for breakfast before and during the Civil War.

T F 46. Meat was preserved by smoking it before and during the Civil War.

T F 47. Cloth was often woven in factories before and during the Civil War.

T F 48. Houses were heated by radiators connected to a furnace in the basement before and during the Civil War.

T F 49. City streets were sometimes paved with cobblestones before and during the Civil War.

T F 50. Telephones were often used for local messages before and during the Civil War.

T F 51. Telegraph was often used for long-distance messages before and during the Civil War.

T F 52. Steam locomotives pulled railroad trains before and during the Civil War.

T F 53. Automobiles were used to go from one town to another before and during the Civil War.

T F 54. A person could go by steamboat from one coastal city to another before and during the Civil War.

T F 55. Street lights had to be lit one-by-one by a lamplighter before and during the Civil War.

T F 56. The armies had cannons for long distance firing during the Civil War.

T F 57. Important people often had their pictures taken before and during the Civil War.

T F 58. Some warships had steel armor plate during the Civil War.

D. Places

T F 59. New Jersey was a slave state before the Civil War.

T F 60. Alabama was a slave state before the Civil War.

T F 61. Georgia left the Union to join the Confederacy.

T F 62. Pennsylvania left the Union to join the Confederacy.

T F 63. Kentucky stayed in the Union.

T F 64. Indiana stayed in the Union.

Matching Questions

E. Vocabulary

Directions: On matching questions you are to place in the blank ( ) in front of each question on the left the letter of the word or phrase on the right that is most related to it.

Group I:

	Nearest Meaning	Words
( )	65. withdrawal from a Union	A. rebellion
( )	66. declaration that a law is without effect in a given state	B. secession
( )	67. being freed from slavery	C. nullification
( )	68. to fight violently against authority	D. emancipation
		E. compromise

Group II:

	Nearest Meaning	Words
( )	69. a runaway	A. freedman
( )	70. one who attempts to take over a ship	B. mutineer
( )	71. a person bound to another for a limited period of years	C. slave
( )	72. an ex-slave	D. fugitive
		E. indentured servant

Group III:

	Nearest Meaning	Words
( )	73. preventing goods from entering ports	A. contraband
( )	74. an act forcing young men to join the army	B. campaign
( )	75. a military plan	C. draft
( )	76. goods captured in war	D. bounty
		E. blockade

Group IV:

	Nearest Meaning	Words
( )	77. name given to the South	A. Union
( )	78. party which elected Lincoln president	B. Confederacy
( )	79. name given to the North	C. Senate
( )	80. part of Congress	D. Republican
		E. Democratic

Group V:

	Nearest Meaning	Words
( )	81. doing away with slavery	A. sectionalism
( )	82. the rebuilding after a war	B. nationalism
( )	83. the change from farming to manufacturing	C. abolition
( )	84. putting the interests of one's state above that of the nation	D. industrialization
		E. reconstruction

Group VI:

Nearest Meaning

( ) 85. distance north and south of the equator

( ) 86. name of cloth whether cotton or wool

( ) 87. a tax on goods coming into the country

( ) 88. the result of the combination of rainfall and temperature

Words

A. tariff
B. climate
C. crop
D. textile
E. latitude

AMERICAN HISTORY: CIVIL WAR PERIOD

Matching Questions

F. People

DIRECTIONS: Match the man with the job he held, the event he took part in, and the place where he grew up.

Group VII:

Man

( ) 1. Frederick Douglass

( ) 2. Abraham Lincoln

( ) 3. Robert E. Lee

( ) 4. William Lloyd Garrison

( ) 5. John C. Calhoun

Job He Held

A. General in the Army
B. Senator
C. slave
D. inventor
E. Editor of The Liberator
F. President of the U.S.

Group VIII:

( ) 6. Stephen Douglas

( ) 7. John Brown

( ) 8. Dred Scott

( ) 9. Ulysses S. Grant

( ) 10. Eli Whitney

Event He Took Part In

A. raid on a place where arms were stored
B. inventor of the cotton gin
C. an important decision of the U.S. Supreme Court
D. debate over slavery in territories with Lincoln
E. firing on Fort Sumter
F. northern general at the surrender at Appomattox

Group IX:

( ) 11. Frederick Douglass

( ) 12. Abraham Lincoln

( ) 13. Robert E. Lee

( ) 14. William Lloyd Garrison

( ) 15. John C. Calhoun

Place Where He Grew Up

A. South Carolina
B. Massachusetts
C. Maryland
D. Kansas
E. Illinois
F. Virginia

G. Time Relationships

Event

( ) 16. Civil War begins

( ) 17. Missouri Compromise

( ) 18. Invention of the cotton gin

( ) 19. Surrender at Appomattox

Date

A. 1793
B. 1820
C. 1850
D. 1861
E. 1865

H. Time Relationships

Choice-of-Four Questions

( ) 20. Which relative of yours, if he had lived in the United States at the time, might have fought in the Civil War?

A. My father
B. My grandfather
C. My great grandfather
D. My great-great grandfather

( ) 21. Which event in the group below came after all the others had taken place?

A. The Spanish American War
B. The Mexican War
C. World War I
D. The Civil War

( ) 22. About how long ago did the Civil War take place?

A. 25 years
B. 50 years
C. 100 years
D. 300 years

( ) 23. Which event in the group below came after all the others had taken place?

A. The Emancipation Proclamation
B. John Brown's Raid on Harper's Ferry
C. Frederick Douglass's escape to the North
D. The writing of Uncle Tom's Cabin

( ) 24. Which event in the group below came after all the others had taken place?

A. Firing on Fort Sumter
B. Battle of Gettysburg
C. Battle of Vicksburg
D. The surrender at Appomattox Courthouse

( ) 25. In what century was the Civil War fought?

A. Seventeenth (17th)
B. Eighteenth (18th)
C. Nineteenth (19th)
D. Twentieth (20th)

( ) 26. Which event in the group below came after all the others had taken place?

A. Jefferson was elected president
B. The South was rebuilt
C. The United States was founded
D. The Civil War was fought

( ) 27. Which event in the group below came after all the others had taken place?

A. The election of Lincoln
B. The debates between Lincoln and Douglas about slavery in the territories
C. The formation of the Republican Party
D. The passage of a law giving people in the territories the right to vote about slavery.

( ) 28. Which event in the group below came after all the others had taken place?

A. The rebellion led by the slave Nat Turner
B. The Emancipation Proclamation
C. The beginning of the Civil War
D. The Declaration of Independence

( ) 29. Which event in the group below came after all the others had already taken place?

A. The shooting of President Lincoln
B. The attempt to put President Johnson out of office
C. The withdrawal of federal troops from the South
D. The Battle of Gettysburg

I. Government

( ) 30. In what part of the federal government are states represented according to their population?

A. The Supreme Court
B. The Cabinet
C. The House of Representatives
D. The Senate

( ) 31. In what part of the government do the states have the same number of representatives?

A. The Supreme Court
B. The Cabinet
C. The House of Representatives
D. The Senate

( ) 32. What kind of governmental act was the Emancipation?

A. A law passed by Congress
B. A declaration by the President
C. A decision of the Supreme Court
D. An amendment to the Constitution

( ) 33. What slaves were freed by the Emancipation Proclamation?

A. Slaves fighting in the Union Army
B. Only slaves older than age 50
C. Only women slaves
D. Slaves in states in the Confederacy

( ) 34. In what part of the government was it decided that Dred Scott was just like other property and belonged to his owner even in free territory?

A. The Supreme Court
B. The Cabinet
C. The House of Representatives
D. The Senate

( ) 35. In what part of the government was the South the strongest?

A. The Supreme Court
B. The Cabinet
C. The House of Representatives
D. The Senate

( ) 36. What law made all slaves free?

A. The Act Outlawing the Slave Trade
B. The Emancipation Proclamation
C. The 13th Amendment
D. The Wagner Labor Relations Act

( ) 37. What political party controlled the federal government after the Civil War and was blamed by the South for treating it cruelly?

A. The Republican Party
B. The Democratic Party
C. The Whig Party
D. The Radical Party

( ) 38. During what period did more Negroes serve as members of Congress than at any other time?

A. Right after the Civil War
B. When Franklin Roosevelt was president
C. When Lincoln was president
D. When John F. Kennedy was president

( ) 39. When a president is accused of improper conduct in office and is brought to trial, who decides whether or not he is guilty?

A. The Supreme Court
B. The Cabinet
C. The House of Representatives
D. The Senate

J. Major Events

( ) 40. What factor led to both the Missouri Compromise and the Compromise of 1850?

A. The discovery of gold and silver
B. The desire of new states to enter the Union
C. The purchase of land from Mexico
D. The decision to give land to settlers for nothing

( ) 41. Why did the entrance of new states into the Union always cause trouble between North and South?

A. The states in each section wanted to sell the land in the new states.
B. To gain another free or slave state would give that section the majority vote in the Senate.
C. The South approved making the country larger.
D. The North did not want any more land on which cotton would be planted.

( ) 42. Why was the invention of the cotton gin so important in American History?

A. It raised the price of clothing.
B. It made the South poorer.
C. It increased the value of and the demand for slaves.
D. It was the beginning of the factory system in the South.

( ) 43. Why was slavery done away with in the North before the Civil War?

A. The farms in the North were usually worked by a farmer and his family and slaves were not needed.
B. The people in the North were more religious than those in the South and opposed slavery.
C. The people in the North believed that Negro and white people were equal.
D. The Constitution had done away with slavery in the North.

( ) 44. What did the Republican Party want to do about slavery before the Civil War?

A. Do away with it immediately.
B. Do away with it gradually.
C. Do not allow it to spread.
D. Encourage owners to take slaves into new territories.

( ) 45. What improvement in battleships was made during the Civil War?

A. The ships were for the first time equipped with steam engines.
B. The ships were for the first time armed with cannons.
C. The ships were for the first time protected by armor plate.
D. The ships were for the first time equipped with telescopes.

( ) 46. What part did Negroes play in the Civil War?

A. Many fought in Negro regiments of the Union Army after the Emancipation.
B. The Negroes did not fight, for they were only allowed to act as laborers or medical helpers.
C. The Negroes were excluded from the Army.
D. All Union regiments had both Negro and white soldiers.

( ) 47. The Black Codes adopted by Southern states after the Civil War were laws

A. to help the ex-slaves obtain land
B. to provide schools for Negro children
C. to set up slavery again
D. to restrict the Negroes to a few occupations and to give severe punishment for trivial violations of the law

( ) 48. What contribution to the general welfare did the Southern state governments, in which Negroes took part, make after the Civil War?

A. They built highways.
B. They established schools.
C. They set up nursing schools.
D. They built many bridges.

( ) 49. What organization was formed in the South shortly after the Civil War to prevent the Negroes from exercising their rights?

A. The Ku Klux Klan
B. The Democratic Party
C. The White Citizens Councils
D. The Freedmen's Association

( ) 50. Why was the U. S. Supreme Court decision about Dred Scott important?

A. The South had to do away with slavery.
B. Negroes who had escaped were forced to return to the South.
C. Slavery could not be done away with in the territories no matter what the people wanted.
D. The South decided to surrender.

K. Places

( ) 51. Which of these states grew a lot of cotton?

A. Mississippi
B. Illinois
C. Rhode Island
D. Maine

( ) 52. Which of these rivers separated free states from slave states?

A. Delaware River
B. Hudson River
C. Ohio River
D. Mississippi River

( ) 53. Which of these states is farthest west?

A. Indiana
B. Kansas
C. North Carolina
D. Tennessee

( ) 54. Which state is part of New England?

A. Massachusetts
B. Delaware
C. South Carolina
D. Michigan

( ) 55. Which of these states is on the coast?

A. Wisconsin
B. Ohio
C. North Carolina
D. Tennessee

( ) 56. If a slave escaped from Maryland which state did he probably go through as he went North?

A. Illinois
B. Alabama
C. Pennsylvania
D. Kansas

( ) 57. In which state did the first battle of Ft. Sumter take place?

A. Mississippi
B. Alabama
C. South Carolina
D. Ohio

( ) 58. Which of the states in which important battles were fought is farthest north?

A. Mississippi
B. Tennessee
C. Virginia
D. Pennsylvania

( ) 59. Which state had a Negro Congressman just after the Civil War?

A. Michigan
B. Ohio
C. Massachusetts
D. South Carolina

L. Places

DIRECTIONS: Use the map which has been given to you to help you answer these questions. The numbers and letters on this sheet refer to the numbers and letters on the map.

Circle the letter or the number which shows the place on the map.

States

A B C D E F G H J K 60. Kansas

A B C D E F G H J K 61. Mississippi (State)

A B C D E F G H J K 62. Georgia

A B C D E F G H J K 63. Massachusetts

Cities or Battles

1 2 3 4 5 6 7 8 64. Baltimore

1 2 3 4 5 6 7 8 65. Boston

1 2 3 4 5 6 7 8 66. Charleston

1 2 3 4 5 6 7 8 67. Philadelphia

Waters

9 10 11 12 13 68. Mississippi River

9 10 11 12 13 69. Chesapeake Bay

For this group put the proper name next to the letter or number from the map.

States

70. Letter J ______________________________

71. Letter H ______________________________

72. Letter F ______________________________

73. Letter G ______________________________

Cities and Battles

74. Number 7 ______________________________

75. Number 3 ______________________________

76. Number 5 ______________________________

Waters

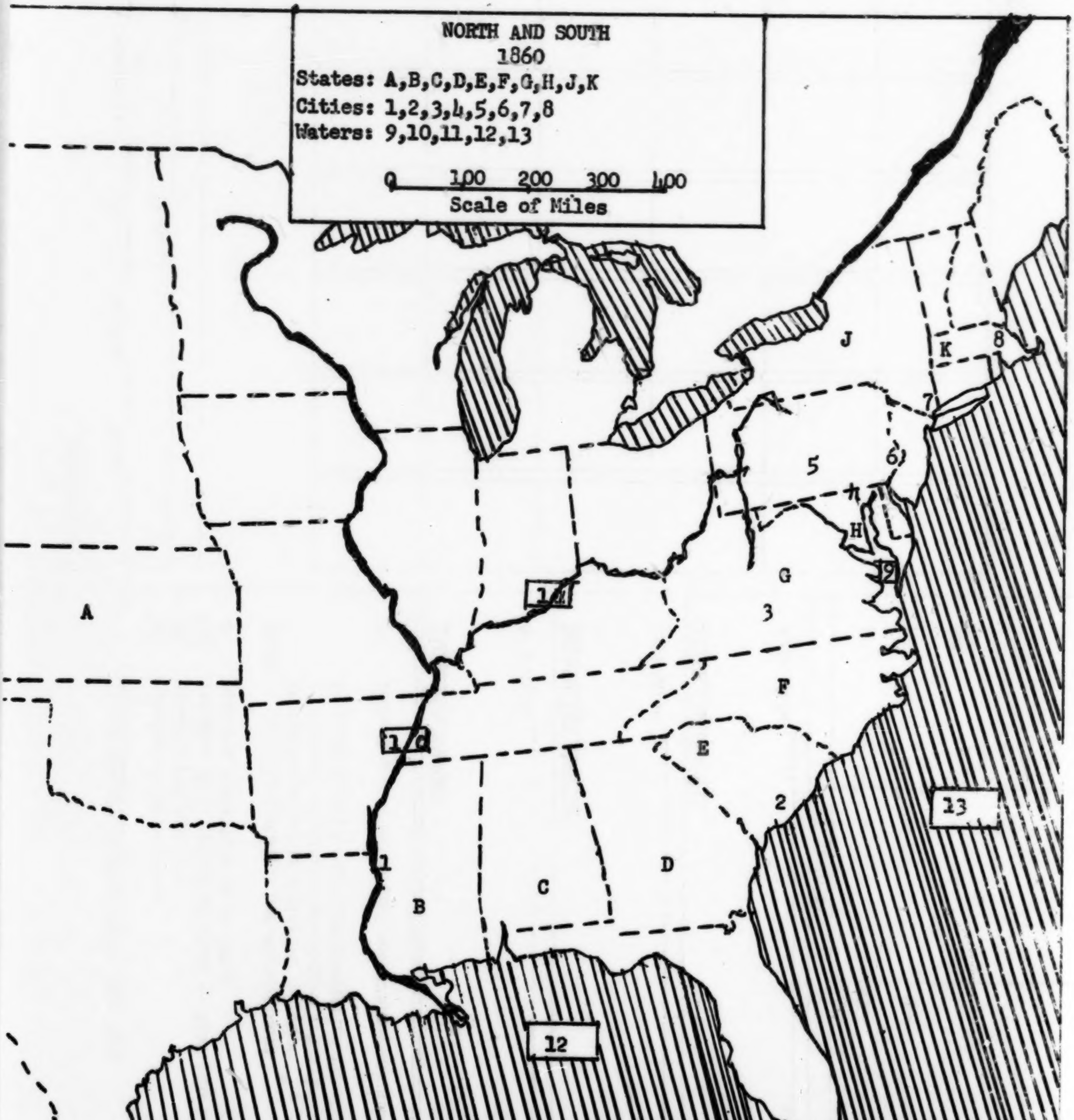
77. Number 12 ______________________________

78. Number 13 ______________________________

79. Number 11 ______________________________

AMERICAN HISTORY: CIVIL WAR PERIOD

Places



APPENDIX D

Group ______ Component _____ N _____ Period _____ Date _______

Teacher ____________________ School ____________________

_______ _______ _______ _______ _______ _______ _______

COMMENTS:

CLASSROOM OBSERVATION RECORD

R	rebukes child or group
Rt	rebukes entire class
Rd	rebukes child, group or class in dramatic way
J	justifies something he is doing

Grid:
- - individual student non-involvement
- O student answers soliciting question
- + student volunteers unsolicited remark
- ⊖ student gives experience-oriented reaction

V+ indicates that more than one student volunteered

First Ten Minutes

Activities ____________________

Second Ten Minutes

Activities ____________________

Third Ten Minutes

Activities ____________________

SUMMARY

R	-	V+
Rt	O	%N
Rd	+	
J	⊖	

APPENDIX E

SUPPLEMENTARY STATISTICAL DATA

Table XIII

Intercorrelation Matrix Ranges of Varimax Factor Analysis of Civil War Learnings Post-test Results (150 Items)

No. of Factors	Three Factor		Four Factor		Six Factor		Eight Factor	
	# of Items	Intercorrelation Ranges	# of Items	Intercorrelation Ranges	# of Items	Intercorrelation Ranges	# of Items	Intercorrelation Ranges
One	34	.211-.614	39	.220-.620	27	.235-.662	27	.204-.674
Two	46	.201-.518	42	.215-.604	18	.215-.632	16	.252-.563
Three	51	.217-.451	25	.207-.433	24	.223-.456	15	.214-.501
Four			31	.222-.436	18	.261-.410	15	.224-.454
Five					40	.204-.501	32	.240-.546
Six					16	.202-.453	11	.241-.445
Seven							15	.229-.556
Eight							13	.244-.423
(Items Lost)	19		13		5		6	

Table XIV

Regression Coefficients and Correlations of Selected Predictors as Related to Post-test Scores

Predictive Variables	Single or Multiple Regression Coefficients	Single or Multiple Correlations With Post-test
Pre-test*	.700	.836
Age	-.050	-.210
IQ	.410	.647
Reading	.481	.687
Pre-test and Age	.711	.843
Pre-test and IQ	.723	.845
Pre-test and Reading	.684	.825
Pre-test, Age and IQ	.740	.860
Pre-test, Age and Reading	.703	.831
Pre-test, IQ and Reading	.741	.869

*Pre-test input seems to account for almost all of post-test scores--so pre-test becomes central variable for co-variance analysis.

Table XV

Significance of Unadjusted Mean Differences Among Sample Groups in Civil War Learnings Post-test

Sub-test Areas	Text (N=58) Mean	Text (N=58) S. D.	Pamphlet (N=55) Mean	Pamphlet (N=55) S. D.	Biography (N=64) Mean	Biography (N=64) S. D.	F	P
Life in North and South	6.86	1.50	7.18	1.94	6.70	1.50	1.170	ns
Life of Negroes	15.83	2.64	16.49	2.46	16.50	2.19	1.477	ns
Time Relationships	19.76	3.48	20.82	4.15	19.59	3.49	1.844	ns
Places	12.79	6.49	15.58	5.69	15.17	6.79	3.234	.05
Vocabulary	11.02	5.11	13.36	4.02	12.63	4.81	3.741	.05
People	5.67	2.72	6.05	2.58	5.69	2.20	0.425	ns
Government	3.24	1.32	3.64	1.54	3.33	1.44	1.176	ns
Major Events	3.21	1.51	4.62	2.11	3.31	1.59	1.275	ns
Total Score	78.38	16.41	87.74	12.70	82.92	14.23	4.298	.05

Table XVI

Pre-test to Post-test and Post-test to Retention-test Differences Between Unadjusted Mean Scores on the Sample Groups in the Civil War Learnings Sub-test

Sub-test Areas	Pre-Post Differences Text (N=58)	Pre-Post Differences Pamphlet (N=55)	Pre-Post Differences Biographical (N=64)	Post-Retention Differences Text (N=58)	Post-Retention Differences Pamphlet (N=55)	Post-Retention Differences Biographical (N=64)
Life in North and South	-0.40	-0.48	+0.89	+0.54	+0.44	-0.58
Life of Negroes	+1.55	+1.67	+3.27	+0.46	-0.09	-1.04
Time Relationships	+2.38	+1.71	+1.87	-0.42	-0.62	+0.26
Places	+2.49	+1.97	+1.63	-1.18	-0.42	-0.80
Vocabulary	+2.93	+2.19	+2.60	+1.26	+1.56	-0.03
People	+2.30	+2.91	+2.54	+0.53	-0.43	+1.18
Government	+1.35	+1.14	+0.72	-0.18	-0.22	-0.12
Major Events	+2.12	+0.56	+1.54	-0.47	-0.20	-0.15

Table XVII

Correlation Between IQ and Pre-test, Post-test, and Retention-test Scores in the Total Sample Group (N=177)*

Sub-test Areas	Correlation to Pre-test	Correlation to Post-test	Correlation to Retention Test
Life in North and South	.03	.16	.09
Life of Negroes	.29	.42	.38
Time Relationships	.41	.49	.43
Places	.48	.53	.54
Vocabulary	.56	.55	.51
People	.35	.52	.48
Government	.32	.23	.54
Major Events	.10	.29	.38
Total	.59	.65	.62

*.05 level (r of .12 or higher)
.01 level (r of .15 or higher)

Table XVIII

Correlations Between Reading Levels and Civil War Learnings Pre-test, Post-test and Retention Test Scores in the Total Sample Group (N=177)

Sub-test Areas	Correlation to Pre-test	Correlation to Post-test	Correlation to Retention Test
Life in North and South	.09	.13	.13
Life of Negroes	.31	.42	.40
Time Relationships	.46	.50	.44
Places	.48	.54	.53
Vocabulary	.67	.64	.61
People	.43	.55	.52
Government	.34	.22	.55
Major Events	.27	.30	.41
Total	.65	.68	.66

Table XIX

Correlations Between Civil War Learnings Pre-test and Post-test and Retention Test Scores in the Total Sample Group (N=177)

Sub-test Areas	Pre-test to Post-test	Pre-test to Retention Test
Life in North and South	.22	.17
Life of Negroes	.46	.46
Time Relationships	.62	.64
Places	.75	.71
Vocabulary	.67	.69
People	.71	.66
Government	.29	.58
Major Events	.39	.53
Total	.84	.83